

Chapter 2
God, Government, and War

Multiple Choice

- 1) What did Ferdinand II do in response to the Defenestration of Prague?
- A) outlawed Catholicism in Bohemia
 - B) outlawed Protestantism in Bohemia
 - C) signed the Peace of Augsburg
 - D) signed the Peace of Westphalia

Answer: B

Learning Objective: What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Topic: 2.1 The Thirty Years' War

Difficulty Level: Moderate

Skill Level: Understand the Connections

- 2) Which of the following people would most want to return Europe to the status quo before the Protestant Reformation?
- A) Ulrich Zwingli
 - B) John Calvin
 - C) Gustavus Adolphus II
 - D) Ferdinand II

Answer: D

Learning Objective: What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Topic: 2.1 The Thirty Years' War

Difficulty Level: Difficult

Skill Level: Analyze It

- 3) The Peace of Augsburg recognized which of the following as a legitimate religion?
- A) Lutheranism
 - B) Calvinism
 - C) Puritanism
 - D) Anglicanism

Answer: A

Learning Objective: What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Topic: 2.1.1 Christianity in Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

- 4) By the late sixteenth century, Calvinism was the dominant religion in _____.

- A) Spain
- B) Ireland
- C) Scotland
- D) the Papal States

Answer: C

Learning Objective: What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Topic: 2.1.1 Christianity in Crisis

Difficulty Level: Moderate

Skill Level: Remember the Facts

- 5) The Peace of Augsburg tied a region's religious identity to the faith of its _____.
- A) peasants
 - B) nobles
 - C) ruler
 - D) generals

Answer: C

Learning Objective: What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Topic: 2.1.1 Christianity in Crisis

Difficulty Level: Moderate

Skill Level: Understand the Connections

- 6) Which of the following fought on the Catholic side during the Thirty Years' War?
- A) Denmark
 - B) Sweden
 - C) France
 - D) Spain

Answer: D

Learning Objective: What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Topic: 2.1.2 Into Total War

Difficulty Level: Easy

Skill Level: Remember the Facts

- 7) The Battle of the White Mountain was a decisive victory for the _____.
- A) Catholics
 - B) Lutherans
 - C) Presbyterians
 - D) Muslims

Answer: A

Learning Objective: What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Topic: 2.1.2 Into Total War

Difficulty Level: Moderate

Skill Level: Remember the Facts

8) Which of the following was a Protestant stronghold?

A) Holy Roman Empire

B) Italy

C) Scandinavia

D) Iberia

Answer: C

Learning Objective: What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Topic: 2.1.2 Into Total War

Difficulty Level: Easy

Skill Level: Remember the Facts

9) The Thirty Years' War resulted in the political fragmentation of the _____.

A) Papal States

B) Swiss Confederation

C) Ottoman Empire

D) Holy Roman Empire

Answer: D

Learning Objective: What were the results of the Thirty Years' War?

Topic: 2.2 Europe Redrawn

Difficulty Level: Moderate

Skill Level: Understand the Connections

10) The recognition of the independence of the Netherlands and Switzerland in the Peace of Westphalia reflects the decline of _____ power.

A) French and English

B) Swedish and Danish

C) Ottoman and Italian

D) Spanish and Imperial

Answer: D

Learning Objective: What were the results of the Thirty Years' War?

Topic: 2.2 Europe Redrawn

Difficulty Level: Moderate

Skill Level: Understand the Connections

11) The Thirty Years' War was most devastating for the _____.

A) Spaniards

- B) English
- C) Swedes
- D) Germans

Answer: D

Learning Objective: What were the results of the Thirty Years' War?

Topic: 2.2.1 Chaos Theory

Difficulty Level: Moderate

Skill Level: Understand the Connections

12) Which of the following statements would Thomas Hobbes and James I be most likely to support?

- A) Royal authority cannot be challenged.
- B) Anarchy is a permanent human condition.
- C) Government should carry out the will of the people.
- D) Power should be concentrated in the nobility.

Answer: A

Learning Objective: What were the results of the Thirty Years' War?

Topic: 2.2.1 Chaos Theory

Difficulty Level: Difficult

Skill Level: Analyze It

13) Which of the following offers the strongest defense of absolute monarchy?

- A) *Leviathan*
- B) the Bible
- C) *The Night Watch*
- D) the Magna Carta

Answer: A

Learning Objective: What were the results of the Thirty Years' War?

Topic: 2.2.1 Chaos Theory

Difficulty Level: Moderate

Skill Level: Understand the Connections

14) The theory of absolutism upheld the ultimate authority of the _____.

- A) parliaments
- B) Church
- C) monarchy
- D) nobility

Answer: C

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3 The Absolute Response

Difficulty Level: Moderate

Skill Level: Remember the Facts

15) What were the civil servants who staffed the French royal bureaucracy called?

- A) grandees
- B) intendants
- C) apprentices
- D) schutterij

Answer: B

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3.1 Louis XIV and France

Difficulty Level: Easy

Skill Level: Remember the Facts

16) In ancien régime France, which group had to pay the taille?

- A) royalty
- B) clergy
- C) nobility
- D) peasantry

Answer: D

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3.1 Louis XIV and France

Difficulty Level: Moderate

Skill Level: Remember the Facts

17) Which country had the largest standing army in Europe in the second half of the seventeenth century?

- A) France
- B) Spain
- C) Switzerland
- D) England

Answer: A

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3.1 Louis XIV and France

Difficulty Level: Easy

Skill Level: Remember the Facts

18) Who was referred to as “The Sun King”?

- A) Ferdinand I
- B) Gustavus Adolphus II
- C) Philip IV

D) Louis XIV

Answer: D

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3.2 The Sun King

Difficulty Level: Moderate

Skill Level: Remember the Facts

19) Which of the following accurately describes how the *Académies* sponsored by Louis XIV shaped European culture in the ancien régime?

- A) Italian music, art, and theater dominated European culture.
- B) French became the universal language of European elites.
- C) The Dutch *Kloveniersdoelen* appeared in cities all over Europe.
- D) Genre painting was featured prominently in the Renaissance.

Answer: B

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3.2 The Sun King

Difficulty Level: Difficult

Skill Level: Analyze It

20) What did the Manufacture des Gobelins in Paris produce?

- A) jewelry
- B) weapons
- C) tapestries
- D) ships

Answer: C

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3.2 The Sun King

Difficulty Level: Moderate

Skill Level: Remember the Facts

21) What did Louis XIV, Peter the Great, and Frederick William I all share in common?

- A) They had an effective system of taxation.
- B) Their power was limited by the judiciary.
- C) They were tried and executed for treason.
- D) They ceded authority to the nobility.

Answer: A

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3.2 The Sun King

Difficulty Level: Difficult
Skill Level: Analyze It

- 22) In the ancien régime, the nobility was the most powerful in _____.
A) France
B) Russia
C) Prussia
D) Spain

Answer: D

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3.3 An Absolute Failure

Difficulty Level: Easy

Skill Level: Remember the Facts

- 23) Which of the following did Catalonia, Andalusia, and Portugal all do in the seventeenth century?
A) ally with England
B) rebel against Spain
C) convert to Protestantism
D) create a republic

Answer: B

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3.3 An Absolute Failure

Difficulty Level: Moderate

Skill Level: Understand the Connections

- 24) Which of the following was the weakest monarch?
A) Peter the Great
B) Frederick William I
C) Philip IV
D) Louis XIV

Answer: C

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Topic: 2.3.3 An Absolute Failure

Difficulty Level: Moderate

Skill Level: Remember the Facts

- 25) Which of the following provides a theoretical justification for absolutism?
A) *The Night Watch*
B) *The True Law of Free Monarchies*

- C) the Magna Carta
- D) the English Bill of Rights

Answer: B

Learning Objective: Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Topic: 2.4 The Constitutional Alternative

Difficulty Level: Moderate

Skill Level: Analyze It

26) Parliament refers to the _____ in England.

- A) judiciary
- B) legislature
- C) bureaucracy
- D) military

Answer: B

Learning Objective: Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Topic: 2.4.1 Monarch and Parliament

Difficulty Level: Easy

Skill Level: Remember the Facts

27) In sixteenth-century England, Parliament could oppose the monarchy by _____.

- A) joining the Church of England
- B) breaking from the Catholic Church
- C) rejecting the Magna Carta
- D) refusing to approve special taxes

Answer: D

Learning Objective: Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Topic: 2.4.1 Monarch and Parliament

Difficulty Level: Moderate

Skill Level: Remember the Facts

28) What were the Calvinists in England called?

- A) Catholics
- B) Anglicans
- C) Huguenots
- D) Puritans

Answer: D

Learning Objective: Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Topic: 2.4.1 Monarch and Parliament
Difficulty Level: Easy
Skill Level: Remember the Facts

29) After 1534, the title of the “Supreme Governor of the Church” was held by the _____.

- A) English monarch
- B) Holy Roman Emperor
- C) prime minister of Parliament
- D) head of the House of Bourbon

Answer: A

Learning Objective: Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Topic: 2.4.1 Monarch and Parliament
Difficulty Level: Moderate
Skill Level: Remember the Facts

30) The Petition of Right strengthened the role of _____.

- A) the monarchy
- B) the clergy
- C) Parliament
- D) Parlement

Answer: C

Learning Objective: Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Topic: 2.4.2 England’s True Sovereign
Difficulty Level: Moderate
Skill Level: Understand the Connections

31) Which of the following led to passage of the Bill of Rights in England?

- A) Thirty Years’ War
- B) the Fronde
- C) Defenestration of Prague
- D) Glorious Revolution

Answer: D

Learning Objective: Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Topic: 2.4.2 England’s True Sovereign
Difficulty Level: Moderate
Skill Level: Understand the Connections

32) Which of the following English monarchs was executed?

- A) Henry VIII

- B) Mary II
- C) Charles I
- D) James II

Answer: C

Learning Objective: Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Topic: 2.4.2 England's True Sovereign

Difficulty Level: Easy

Skill Level: Remember the Facts

33) Who did the Dutch entrust with their defense?

- A) grandees
- B) schutterij
- C) frondeurs
- D) académiciens

Answer: B

Learning Objective: What can Rembrandt's famed *Night Watch* tell us about the tensions between military and commercial culture among the Dutch during the Thirty Years' War?

Topic: 2.5 Narrative: Shooters and Painters

Difficulty Level: Easy

Skill Level: Remember the Facts

34) Which of the following was a schutterij tradition between 1529 and the 1640s?

- A) touring the countryside
- B) staging plays and operas
- C) leading religious crusades
- D) posing for group portraits

Answer: D

Learning Objective: What can Rembrandt's famed *Night Watch* tell us about the tensions between military and commercial culture among the Dutch during the Thirty Years' War?

Topic: 2.5 Narrative: Shooters and Painters

Difficulty Level: Moderate

Skill Level: Remember the Facts

35) The Dutch Revolt was against which country?

- A) France
- B) Spain
- C) England
- D) Russia

Answer: B

Learning Objective: What can Rembrandt's famed *Night Watch* tell us about the tensions between military and commercial culture among the Dutch during the Thirty Years' War?

Topic: 2.5 Narrative: Shooters and Painters
Difficulty Level: Easy
Skill Level: Remember the Facts

36) Who are depicted in *The Night Watch*?

- A) Dutch militiamen
- B) French privateers
- C) Spanish nobles
- D) English peasants

Answer: A

Learning Objective: What can Rembrandt's famed *Night Watch* tell us about the tensions between military and commercial culture among the Dutch during the Thirty Years' War?

Topic: 2.5 Narrative: Shooters and Painters
Difficulty Level: Easy
Skill Level: Remember the Facts

37) During the ancien régime, law and society treated women as _____.

- A) citizens when they gave birth to a son
- B) adults when they married
- C) equal to men
- D) dependents of men

Answer: D

Learning Objective: What makes Sofonisba Anguissola especially interesting among Italian painters of her time?

Topic: 2.6 Narrative: Wondrous Sofonisba
Difficulty Level: Easy
Skill Level: Remember the Facts

38) An unmarried woman from an elite family would most likely _____.

- A) spend her life as a cloistered nun
- B) help run the family business
- C) cook and clean for apprentices
- D) find work as a lace maker

Answer: A

Learning Objective: What makes Sofonisba Anguissola especially interesting among Italian painters of her time?

Topic: 2.6 Narrative: Wondrous Sofonisba
Difficulty Level: Moderate
Skill Level: Understand the Connections

39) Most of Sofonisba Anguissola's paintings featured _____.

- A) the natives of Spanish colonies
- B) the lifestyles of the elite

- C) stories from the Bible
- D) scenes from famous battles

Answer: B

Learning Objective: What makes Sofonisba Anguissola especially interesting among Italian painters of her time?

Topic: 2.6 Narrative: Wondrous Sofonisba

Difficulty Level: Moderate

Skill Level: Remember the Facts

40) Sofonisba Anguissola's paintings of _____ were some of the earliest examples of genre art.

- A) daily life
- B) landscapes
- C) nude figures
- D) biblical scenes

Answer: A

Learning Objective: What makes Sofonisba Anguissola especially interesting among Italian painters of her time?

Topic: 2.6 Narrative: Wondrous Sofonisba

Difficulty Level: Moderate

Skill Level: Understand the Connections

41) Sofonisba Anguissola's painting career led her to travel throughout _____.

- A) England
- B) France
- C) the Ottoman Empire
- D) the Spanish Empire

Answer: D

Learning Objective: What makes Sofonisba Anguissola especially interesting among Italian painters of her time?

Topic: 2.6 Narrative: Wondrous Sofonisba

Difficulty Level: Moderate

Skill Level: Understand the Connections

42) Many of the members of Parliament who opposed Charles I during the English Civil War were _____.

- A) Puritans
- B) Anglicans
- C) Catholics
- D) Lutherans

Answer: A

Learning Objective: What was the case brought against King Charles I in 1648, and how did he defend himself against it?

Topic: 2.7 Narrative: Absolutism on Trial

Difficulty Level: Moderate

Skill Level: Remember the Facts

43) During the English Civil War, what did the Grandees want the Rump Parliament to do?

A) create a constitutional monarchy

B) restore the absolute monarchy

C) release Charles I from prison

D) convene a court to try Charles I

Answer: D

Learning Objective: What was the case brought against King Charles I in 1648, and how did he defend himself against it?

Topic: 2.7 Narrative: Absolutism on Trial

Difficulty Level: Moderate

Skill Level: Remember the Facts

44) During the English Civil War, support for Charles I was the strongest in the _____.

A) High Court of Justice

B) House of Lords

C) Rump Parliament

D) New Model Army

Answer: B

Learning Objective: What was the case brought against King Charles I in 1648, and how did he defend himself against it?

Topic: 2.7 Narrative: Absolutism on Trial

Difficulty Level: Moderate

Skill Level: Remember the Facts

45) Who was named Lord Protector of England in 1653?

A) Oliver Cromwell

B) Charles Stuart

C) John Bradshaw

D) Sir Thomas Fairfax

Answer: A

Learning Objective: What was the case brought against King Charles I in 1648, and how did he defend himself against it?

Topic: 2.7 Narrative: Absolutism on Trial

Difficulty Level: Moderate

Skill Level: Remember the Facts

46) In the middle of the seventeenth century, both France and England experienced _____.

- A) political stability
- B) religious unity
- C) foreign invasion
- D) civil wars

Answer: D

Learning Objective: What was the case brought against King Charles I in 1648, and how did he defend himself against it?; How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Topic: 2.7 Narrative: Absolutism on Trial; 2.8 Narrative: The Sun King at Home

Difficulty Level: Moderate

Skill Level: Understand the Connections

47) Louis XIV turned Versailles into a _____.

- A) seat of government
- B) haven for Huguenots
- C) pilgrimage site
- D) military outpost

Answer: A

Learning Objective: How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Topic: 2.8 Narrative: The Sun King at Home

Difficulty Level: Moderate

Skill Level: Understand the Connections

48) What was the most common way to gain royal patronage in France during Louis XIV's reign?

- A) sell honorary titles to the royal family
- B) lead an army in foreign wars
- C) serve the monarchs at Versailles
- D) enter the civil service in Paris

Answer: C

Learning Objective: How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Topic: 2.8 Narrative: The Sun King at Home

Difficulty Level: Moderate

Skill Level: Understand the Connections

49) Artists often depicted Louis XIV in the guise of _____.

- A) Apollo
- B) Michelangelo

- C) God
D) the Leviathan

Answer: A

Learning Objective: How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Topic: 2.8 Narrative: The Sun King at Home

Difficulty Level: Easy

Skill Level: Remember the Facts

50) In contrast to England under Charles I, France under Louis XIV remained a(n)

- _____
A) principality
B) republic
C) constitutional monarchy
D) absolute monarchy

Answer: D

Learning Objective: What was the case brought against King Charles I in 1648, and how did he defend himself against it?; How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Topic: 2.7 Narrative: Absolutism on Trial; 2.8 Narrative: The Sun King at Home

Difficulty Level: Moderate

Skill Level: Analyze It

Essay

51) How did religion shape political conflicts in seventeenth-century Europe?

Answer: The ideal answer should include:

- a. Religious differences between Catholics and Protestants in central Europe ignited the Thirty Years' War.
- b. Religious differences between Catholics and Huguenots embroiled France in civil war for much of the sixteenth century.
- c. In England, the Puritan members of Parliament opposed the Catholic king, Charles I.
- d. Spain led numerous crusades against Muslims and Protestants.

Learning Objective: What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?; How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?; Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?; How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Topic: 2.1 The Thirty Years' War; 2.3 The Absolute Response; 2.4 The Constitutional Alternative; 2.8 Narrative: The Sun King at Home

Difficulty Level: Difficult
Skill Level: Analyze It

52) How did the Thirty Years' War change the geopolitical landscape of Europe?

Answer: The ideal answer should include:

- a. Central Europe became politically fragmented, with Germany broken up into more than 1,800 political entities of varying sizes.
- b. Germany would not fully recover from the demographic and economic costs of the war until the nineteenth century.
- c. The Holy Roman Empire and Spain declined in power.
- d. Switzerland and the Netherlands emerged as independent countries.
- e. France emerged as the most powerful country on the continent.

Learning Objective: What were the results of the Thirty Years' War?

Topic: 2.2 Europe Redrawn

Difficulty Level: Difficult

Skill Level: Analyze It

53) Compare and contrast the monarchy's relationship with the nobility in France, Spain, and England in the seventeenth century.

Answer: The ideal answer should include:

- a. In the early seventeenth century, the monarchies in all three countries had to contend with a fractious nobility.
- b. The Fronde was a civil war in France in which an alliance of nobles, merchants, and artisans challenged royal authority.
- c. The English Civil War pitted Parliament against the monarchy.
- d. Civil war also plagued Spain, ending in a weakened monarchy.
- e. In France, Louis XIV succeeded in bringing the nobility under his control.
- f. In England, the nobility succeeded in placing limits on the monarchy.
- g. In Spain, the great nobles known as the *grandees* retained their hold on power.

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?; Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?; What was the case brought against King Charles I in 1648, and how did he defend himself against it?; How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Topic: 2.3 The Absolute Response; 2.4 The Constitutional Alternative; 2.7 Narrative:

Absolutism on Trial; 2.8 Narrative: The Sun King at Home

Difficulty Level: Difficult

Skill Level: Analyze It

54) Compare and contrast absolutism and constitutionalism in seventeenth-century Europe.

Answer: The ideal answer should include:

- a. Absolutism and constitutionalism were both associated with monarchy in seventeenth-century Europe.
- b. Because absolutism was based on the notion that rulers derived their authority from God, rulers were above the law.
- c. Constitutionalism limited the powers of the monarchy; rulers were held to the law.
- d. The success of absolutism depended in large part on the ability and will of the ruler and the weakness of the nobility.
- e. Louis XIV was a strong ruler who embodied absolutism.
- f. Philip IV was a weak ruler whose reign shows the failure of absolutism.
- g. Charles I was a strong ruler, but he faced a strong Parliament who favored constitutionalism.

Learning Objective: How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?; Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?; What was the case brought against King Charles I in 1648, and how did he defend himself against it?; How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Topic: 2.3 The Absolute Response; 2.4 The Constitutional Alternative; 2.7 Narrative:

Absolutism on Trial; 2.8 Narrative: The Sun King at Home

Difficulty Level: Difficult

Skill Level: Analyze It

55) What do the paintings by Rembrandt and Sofonisba Anguissola in the chapter suggest about the use of art in Europe in the sixteenth and seventeenth centuries?

Answer: The ideal answer should include:

- a. Royalty, nobility, and the wealthy commissioned artists to immortalize them.
- b. The Dutch militiamen who commissioned Rembrandt to paint their group portrait wanted to commemorate their heroic service, even if few had ever served.
- c. Paintings such as *The Night Watch* were hung in the meeting halls of militia, where men could practice and socialize.
- d. Sofonisba's portraits reflect the practice of painting formal portraits of royalty and nobility.
- e. Sofonisba's more informal paintings show the use of art to depict scenes from daily life.
- f. Sofonisba used her self-portrait to pay tribute to Campi for training her.

Learning Objective: What can Rembrandt's famed *Night Watch* tell us about the tensions between military and commercial culture among the Dutch during the Thirty Years' War?; What makes Sofonisba Anguissola especially interesting among Italian painters of her time?

Topic: 2.5 Narrative: Shooters and Painters; 2.6 Narrative: Wondrous Sofonisba

Difficulty Level: Difficult

Skill Level: Analyze It

Revel Quiz Questions

The following questions appear at the end of each module and at the end of the chapter in Revel for *Story and History: Western Civilization since 1550*, 1e.

End of Module Quiz 2.1: The Thirty Years' War

EOM Q2.1.1

What was the Defenestration of Prague?

- a) Envoys of the Catholic king of Bohemia were thrown out the window of a Prague castle by an angry Protestant mob, beginning the Thirty Years' War.
- b) Envoys of the Protestant king of Bohemia were thrown out the window of a Prague castle by an angry Catholic mob, beginning the Thirty Years' War.
Consider This: What religion were the Holy Roman Emperors in this period? See 2.1: The Thirty Years' War.
- c) Envoys of the absolutist king of Bohemia were thrown out the window of a Prague castle by an angry merchant mob, beginning the Thirty Years' War.
Consider This: What religion were the Holy Roman Emperors in this period? See 2.1: The Thirty Years' War.
- d) Envoys of the Calvinist king of Bohemia were thrown out the window of a Prague castle by an angry Lutheran mob, beginning the Thirty Years' War.
Consider This: What religion were the Holy Roman Emperors in this period? See 2.1: The Thirty Years' War.

Answer: a

Learning Objective: 2.1 What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Module: The Thirty Years' War

Difficulty Level: Easy

Skill Level: Remember

EOM Q2.1.2

Why was the Peace of Augsburg (1555) ultimately unsatisfactory as a compromise?

- a) The Peace of Augsburg seriously underestimated regional political instability and also the tendency of Protestantism to split into numerous sects.
- b) The Peace of Augsburg insisted that whatever the religion of the people, all monarchs had to be Catholics recognized by the pope.
Consider This: What changed in the Holy Roman Empire between 1555 when the Peace of Augsburg was brokered and the beginning of the Thirty Years' War in 1618? See 2.1.1: Christianity in Crisis.
- c) The Peace of Augsburg, while a good political solution to the conflicts of the day, neglected to consider religion at all.
Consider This: What changed in the Holy Roman Empire between 1555 when the Peace of Augsburg was brokered and the beginning of the Thirty Years' War in 1618? See 2.1.1: Christianity in Crisis.
- d) The Peace of Augsburg only considered the situation in Bavaria, where Augsburg is located, and not the rest of the Holy Roman Empire.

Consider This: What changed in the Holy Roman Empire between 1555 when the Peace of Augsburg was brokered and the beginning of the Thirty Years' War in 1618? See 2.1.1: Christianity in Crisis.

Answer: a

Learning Objective: 2.1 What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Module: The Thirty Years' War

Difficulty Level: Moderate

Skill Level: Understand

EOM Q2.1.3

Why would the Catholic king of France subsidize the Protestant army of Gustavus Adolphus during the Thirty Years' War?

a) The king was more concerned about Spanish expansion in Europe than about Gustavus's Lutheranism.

b) The king hoped that by supporting the army he could convince Gustavus to adopt Catholicism.

Consider This: How did Ferdinand II's accession to the Bohemian throne change the distribution of Catholic troops within the Holy Roman Empire? See 2.1.2: Into Total War.

c) The king hoped that by supporting Gustavus he could avoid problems with the Anglicans in England.

Consider This: How did Ferdinand II's accession to the Bohemian throne change the distribution of Catholic troops within the Holy Roman Empire? See 2.1.2: Into Total War.

d) The king calculated that Gustavus would bankrupt himself against the Spanish, allowing France to expand into northern Europe.

Consider This: How did Ferdinand II's accession to the Bohemian throne change the distribution of Catholic troops within the Holy Roman Empire? See 2.1.2: Into Total War.

Answer: a

Learning Objective: 2.1 What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Module: The Thirty Years' War

Difficulty Level: Difficult

Skill Level: Analyze

End of Module Quiz 2.2: Europe Redrawn

EOM Q2.2.1

Which two new countries were created by the Peace of Westphalia (1648)?

a) the Netherlands and Switzerland

b) Belgium and Liechtenstein

Consider This: Who had ruled the Low Countries before the Thirty Years' War?

See 2.2: Europe Redrawn.

c) the Czech State and Slovakia

Consider This: Who had ruled the Low Countries before the Thirty Years' War?

See 2.2: Europe Redrawn.

d) Poland and Lithuania

Consider This: Who had ruled the Low Countries before the Thirty Years' War?

See 2.2: Europe Redrawn.

Answer: a

Learning Objective: 2.2 What were the results of the Thirty Years' War?

Module: Europe Redrawn

Difficulty Level: Moderate

Skill Level: Remember

EOM Q2.2.2

Why did English philosopher Thomas Hobbes advocate for an absolute monarch as an antidote to the violence of the Thirty Years' War and its aftermath?

a) He believed that only a ruler with complete authority could end the state of primitive anarchy.

b) He claimed that only someone with complete authority could determine the correct religion for a people to follow.

Consider This: What did Hobbes mean when he stated that in nature the life of man was "poor, nasty, brutish, and short"? See 2.2.1: Chaos Theory.

c) He argued that monarchs themselves had not been responsible for the Thirty Years' War.

Consider This: What did Hobbes mean when he stated that in nature the life of man was "poor, nasty, brutish, and short"? See 2.2.1: Chaos Theory.

d) He felt that divided authority could never represent the interests of any people.

Consider This: What did Hobbes mean when he stated that in nature the life of man was "poor, nasty, brutish, and short"? See 2.2.1: Chaos Theory.

Answer: a

Learning Objective: 2.2 What were the results of the Thirty Years' War?

Module: Europe Redrawn

Difficulty Level: Moderate

Skill Level: Understand

EOM Q2.2.3

What did James I of England contribute to Hobbes's ideas about absolutism?

a) He claimed that a monarch was chosen for his role by God, not the people, and therefore the people had to obey their monarch in all things.

b) He insisted that God caused the monarch to be selected from among the nobility, obliging the nobility to obey him.

Consider This: To what extent was religion a primary political cause of the Thirty Years' War? See 2.2.1: Chaos Theory.

c) Citing Scripture, James argued that Church and State ought always to be separate.

Consider This: To what extent was religion a primary political cause of the Thirty Years' War? See 2.2.1: Chaos Theory.

d) He argued that God, through the popular will, allowed each land to choose the sort of government it wanted, which is why England chose James.

Consider This: To what extent was religion a primary political cause of the Thirty Years' War? See 2.2.1: Chaos Theory.

Answer: a

Learning Objective: 2.2 What were the results of the Thirty Years' War?

Module: Europe Redrawn

Difficulty Level: Difficult

Skill Level: Understand

End of Module Quiz 2.3: The Absolute Response

EOM Q2.3.1

Which seventeenth-century European monarch best embodied the absolute king?

- a) Louis XIV of France
- b) Sigismund III of Poland

Consider This: Which European state had emerged from the Thirty Years' War with its territory and its wealth largely intact? See 2.3: The Absolute Response.

- c) Christina of Sweden

Consider This: Which European state had emerged from the Thirty Years' War with its territory and its wealth largely intact? See 2.3: The Absolute Response.

- d) Alfonso VI of Portugal

Consider This: Which European state had emerged from the Thirty Years' War with its territory and its wealth largely intact? See 2.3: The Absolute Response.

Answer: a

Learning Objective: 2.3 How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Module: The Absolute Response

Difficulty Level: Easy

Skill Level: Remember

EOM Q2.3.2

What were the advantages for Louis XIV of using *intendants* to govern?

- a) Louis chose as his *intendants* newly ennobled and talented young men, who consequently owed their careers and their loyalty to the king.
- b) Louis chose the *intendants* from among the oldest noble families, ensuring that they would always remain loyal to him.

Consider This: The office of *intendant* had been established by Louis XIV's father. What in Louis's upbringing might have made him decide to keep it? See 2.3.1: Louis XIV and France.

- c) The *intendants* were always Catholic priests or monks; having no family of their own, they were fiercely loyal to Louis.

Consider This: The office of *intendant* had been established by Louis XIV's father. What in Louis's upbringing might have made him decide to keep it? See 2.3.1: Louis XIV and France.

- d) Louis chose the *intendants* from the graduates of foreign law schools. They thus had good legal skills, but no stake in French politics.

Consider This: The office of *intendant* had been established by Louis XIV's father. What in Louis's upbringing might have made him decide to keep it? See 2.3.1: Louis XIV and France.

Answer: a

Learning Objective: 2.3 How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Module: The Absolute Response

Difficulty Level: Moderate

Skill Level: Understand

EOM Q2.3.3

What institutional structures helped Louis and other absolute rulers maintain their governments, even if their successors were weak or incompetent?

a) a royal bureaucracy, reliable taxation, and a tame provincial aristocracy

b) a unified religion, progressive taxation, and a standing army

Consider This: What were the *intendants*' main contributions to Louis's government? See 2.3.1: Louis XIV and France and 2.3.2: The Sun King.

c) a tightly organized aristocracy, a standing army, and secret police

Consider This: What were the *intendants*' main contributions to Louis's government? See 2.3.1: Louis XIV and France and 2.3.2: The Sun King.

d) a highly regulated merchants' guild, a high sales tax, and regional control of the peasantry

Consider This: What were the *intendants*' main contributions to Louis's government? See 2.3.1: Louis XIV and France and 2.3.2: The Sun King.

Answer: a

Learning Objective: 2.3 How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Module: The Absolute Response

Difficulty Level: Moderate

Skill Level: Understand

EOM Q2.3.4

What contributed to the failure of absolutist government in Spain?

a) a vast territory to govern and chronic bankruptcy from the many wars Spain fought in the seventeenth century

b) the Inquisition's refusal to share authority with the Spanish monarchs

Consider This: What caused widespread revolts in Spain at the end of the Thirty Years' War? See 2.3.3: An Absolute Failure.

c) the monarchy's insistence on controlling the power of the *grandees*

Consider This: What caused widespread revolts in Spain at the end of the Thirty Years' War? See 2.3.3: An Absolute Failure.

d) the Spanish monarchs' lack of interest in absolutism

Consider This: What caused widespread revolts in Spain at the end of the Thirty Years' War? See 2.3.3: An Absolute Failure.

Answer: a

Learning Objective: 2.3 How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Module: The Absolute Response

Difficulty Level: Moderate

Skill Level: Understand

End of Module Quiz 2.4: The Constitutional Alternative

EOM Q2.4.1

Why was it surprising that absolutism failed in England?

- a) Since Norman times the English kings has enjoyed more direct rule than most of their continental counterparts.
- b) The English had always shown little tolerance for opinions at odds with those of the monarch.

Consider This: James I argued that his kingship existed “before any estates or rankes of men within the same, before any Parliaments were held or laws made. . . .” See 2.4: The Constitutional Alternative.

- c) English monarchs had always been ready to put down local dissent by force, as with Wales and Scotland.

Consider This: James I argued that his kingship existed “before any estates or rankes of men within the same, before any Parliaments were held or laws made. . . .” See 2.4: The Constitutional Alternative.

- d) The English traditionally held the king’s person dear as the father of the country.
Consider This: James I argued that his kingship existed “before any estates or rankes of men within the same, before any Parliaments were held or laws made. . . .” See 2.4: The Constitutional Alternative.

Answer: a

Learning Objective: 2.4 Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Module: The Constitutional Alternative

Difficulty Level: Easy

Skill Level: Understand

EOM Q2.4.2

Why were English monarchs, unlike their French counterparts, required to call a meeting of their Parliament from time to time?

- a) Only Parliament, not the king, had the power to establish extraordinary taxation (for example, in wartime).
- b) In England the king was subservient to Parliament.

Consider This: Did the English have anything like the French *taille*, or land tax, to assure a monarch a dependable income? See 2.4.1: Monarch and Parliament.

- c) English Parliaments had the written English Constitution on their side.

Consider This: Did the English have anything like the French *taille*, or land tax, to assure a monarch a dependable income? See 2.4.1: Monarch and Parliament.

- d) England had a long and friendly tradition of kings and Parliaments meeting.

Consider This: Did the English have anything like the French *taille*, or land tax, to assure a monarch a dependable income? See 2.4.1: Monarch and Parliament.

Answer: a

Learning Objective: 2.4 Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Module: The Constitutional Alternative

Difficulty Level: Moderate

Skill Level: Understand

EOM Q2.4.3

What was the English Bill of Rights (1689)?

- a) This foundational document helped convert England from an absolute to a constitutional monarchy and protected personal liberty, speech, and property.
- b) This essential document reiterated the absolute royal rights of William and Mary, as they agreed to become monarchs.

Consider This: To what extent did the Bill of Rights echo the Petition of Right of 1628? See 2.4.2: England's True Sovereign.

- c) This important document guaranteed freedom of religion in England and in all of its colonies.

Consider This: To what extent did the Bill of Rights echo the Petition of Right of 1628? See 2.4.2: England's True Sovereign.

- d) Mostly an afterthought, this document was mainly a way to keep the complaints of London shopkeepers at bay.

Consider This: To what extent did the Bill of Rights echo the Petition of Right of 1628? See 2.4.2: England's True Sovereign.

Answer: a

Learning Objective: 2.4 Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Module: The Constitutional Alternative

Difficulty Level: Difficult

Skill Level: Remember

End of Module Quiz 2.5: Narrative: Shooters and Painters

EOM Q2.5.1

What were the *schutterij* companies and why were they originally formed?

a) The *schutterij* were originally created as municipal militias in the sixteenth century, but by the time of *The Night Watch*, they had become largely social and political clubs.

b) The *schutterij* were organizations that originally included only noble elite who supported the Spanish Duke of Alba. By the 1640s, they were largely bankrupt Catholic clubs pining for the old days.

Consider This: What does the description of the various figures in *The Night Watch* say about their activities? See 2.5: Narrative: Shooters and Painters.

c) The *schutterij* were originally the personal guard of Dutch princes, but by 1642 they had been reorganized as crack musket companies along the lines set out by Gustavus Adolphus of Sweden.

Consider This: What does the description of the various figures in *The Night Watch* say about their activities? See 2.5: Narrative: Shooters and Painters.

d) The *schutterij* were medieval guilds of artists who painted municipal group portraits. By the 1640s, individual artists could take commissions without regard to guild regulations.

Consider This: What does the description of the various figures in *The Night Watch* say about their activities? See 2.5: Narrative: Shooters and Painters.

Answer: a

Learning Objective: 2.5 What can Rembrandt's famed *The Night Watch* tell us about the tensions between military and commercial culture among the Dutch during the Thirty Years' War?

Module: Narrative: Shooters and Painters

Difficulty Level: Moderate

Skill Level: Remember

EOM Q2.5.2

What does *The Night Watch* have to tell us about social class in seventeenth-century Amsterdam?

a) Although there is a clear hierarchy of wealth and nobility, anyone in the association could put up the price to be included in the portrait.

b) Seventeenth-century Amsterdam had strict distinctions between the classes and only the upper classes could choose to have their portraits painted.

Consider This: How was the artist of *The Night Watch* paid for his work? See 2.5: Narrative: Shooters and Painters.

c) Amsterdam society was totally disorganized, like the painting, which was not carefully regimented like other paintings of its type.

Consider This: How was the artist of *The Night Watch* paid for his work? See 2.5: Narrative: Shooters and Painters.

d) *The Night Watch* has little to say about social hierarchy in this period.

Consider This: How was the artist of *The Night Watch* paid for his work? See 2.5: Narrative: Shooters and Painters.

Answer: a

Learning Objective: 2.5 What can Rembrandt's famed *The Night Watch* tell us about the tensions between military and commercial culture among the Dutch during the Thirty Years' War?

Module: Narrative: Shooters and Painters

Difficulty Level: Difficult

Skill Level: Analyze

EOM Q2.5.3

Who painted *The Night Watch*?

a) Rembrandt van Rijn

b) Peter Paul Rubens

Consider This: The artist lived and worked primarily in Amsterdam. See 2.5:

Narrative: Shooters and Painters.

c) Jacob van Ruisdael

Consider This: The artist lived and worked primarily in Amsterdam. See 2.5:

Narrative: Shooters and Painters.

d) Judith Leyster

Consider This: The artist lived and worked primarily in Amsterdam. See 2.5:

Narrative: Shooters and Painters.

Answer: a

Learning Objective: 2.5 What can Rembrandt's famed *The Night Watch* tell us about the tensions between military and commercial culture among the Dutch during the Thirty Years' War?

Module: Narrative: Shooters and Painters

Difficulty Level: Easy

Skill Level: Remember

End of Module Quiz 2.6: Narrative: Wondrous Sofonisba

EOM Q2.6.1

Why was it so unusual that Sofonisba grew up to be a painter?

- a) Women in general, and especially those of Sofonisba's class, rarely trained as artists or took up painting as a profession.
- b) It was not unusual for Sofonisba to paint, since many families hired artists to teach their daughters to draw and paint, but it was unusual for her to do so outside her home.

Consider This: What sort of education would the daughter of a count need? See 2.6: Narrative: Wondrous Sofonisba.

- c) Sofonisba was unusual, but only because her father was not a painter. It was usually the daughters of painters who learned the trade.

Consider This: What sort of education would the daughter of a count need? See 2.6: Narrative: Wondrous Sofonisba.

- d) Sofonisba was destined for the convent, so it was unusual that she even learned to paint.

Consider This: What sort of education would the daughter of a count need? See 2.6: Narrative: Wondrous Sofonisba.

Answer: a

Learning Objective: 2.6 What makes Sofonisba Anguissola especially interesting among Italian painters of her time?

Module: Narrative: Wondrous Sofonisba

Difficulty Level: Difficult

Skill Level: Understand

EOM Q2.6.2

Why was Sofonisba allowed to work and study with Michelangelo in Rome?

- a) Michelangelo was 80, so it would not have caused a scandal for him to have a young unmarried woman in his home.

- b) Michelangelo was the only artist interested in helping her advance.

Consider This: What were the major concerns for a young woman's future, no matter her social class, at this time? See 2.6: Narrative: Wondrous Sofonisba.

- c) Michelangelo was a longtime friend of the family.

Consider This: What were the major concerns for a young woman's future, no matter her social class, at this time? See 2.6: Narrative: Wondrous Sofonisba.

- d) Michelangelo, ahead of his time, provided a school of sorts for many women artists.

Consider This: What were the major concerns for a young woman's future, no matter her social class, at this time? See 2.6: Narrative: Wondrous Sofonisba

Answer: a

Learning Objective: 2.6 What makes Sofonisba Anguissola especially interesting among Italian painters of her time?

Module: Narrative: Wondrous Sofonisba.

Difficulty Level: Moderate

Skill Level: Remember

EOM Q2.6.3

What did Sofonisba's career owe to the time and place she was born?

a) The expansion of the Spanish Empire and Cremona's place in it meant that Sofonisba had the opportunity to move and work among the elite and courtiers of the Hapsburg dynasty.

b) Renaissance Italy was much more open to women of talent than was Spain or France.

Consider This: Where did Sofonisba spend most of her professional career? See 2.6: Narrative: Wondrous Sofonisba.

c) French absolutism, which insisted that all subjects were equally below the king, made an impact in Cremona and much of northern Italy.

Consider This: Where did Sofonisba spend most of her professional career? See 2.6: Narrative: Wondrous Sofonisba.

d) Sofonisba benefited from the new thinking on women brought about by the Reformation.

Consider This: Where did Sofonisba spend most of her professional career? See 2.6: Narrative: Wondrous Sofonisba.

Answer: a

Learning Objective: 2.6 What makes Sofonisba Anguissola especially interesting among Italian painters of her time?

Module: Narrative: Wondrous Sofonisba

Difficulty Level: Difficult

Skill Level: Analyze

End of Module Quiz 2.7: Narrative: Absolutism on Trial

EOM Q2.7.1

After the execution of Charles I, who was in charge of the protectorate that followed?

- a) Oliver Cromwell
- b) Thomas Fairfax

Consider This: Which general and member of Parliament did not object to the trial of Charles I for treason? See 2.7: Narrative: Absolutism on Trial.

- c) John Bradshaw

Consider This: Which general and member of Parliament did not object to the trial of Charles I for treason? See 2.7: Narrative: Absolutism on Trial.

- d) William Bradshaw

Consider This: Which general and member of Parliament did not object to the trial of Charles I for treason? See 2.7: Narrative: Absolutism on Trial.

Answer: a

Learning Objective: 2.7 What was the case brought against King Charles I in 1648, and how did he defend himself against it?

Module: Narrative: Absolutism on Trial

Difficulty Level: Easy

Skill Level: Remember

EOM Q2.7.2

Why did Charles insist that Parliament had no authority to try him?

- a) He ruled by the grace of God, not a social contract with his subjects, and thus had to answer to God alone.

- b) He was a staunch Anglican, and many MPs were Puritans and biased against him.

Consider This: What does it mean to say that a king is absolute in the sense of Louis XIV or Charles I? See 2.7: Narrative: Absolutism on Trial.

- c) He believed they were a rabble and not worthy to try him.

Consider This: What does it mean to say that a king is absolute in the sense of Louis XIV or Charles I? See 2.7: Narrative: Absolutism on Trial.

- d) English legal tradition required that any trial should be in the House of Lords, not the House of Commons.

Consider This: What does it mean to say that a king is absolute in the sense of Louis XIV or Charles I? See 2.7: Narrative: Absolutism on Trial.

Answer: a

Learning Objective: 2.7 What was the case brought against King Charles I in 1648, and how did he defend himself against it?

Module: Narrative: Absolutism on Trial

Difficulty Level: Moderate

Skill Level: Understand

EOM Q2.7.3

Did members of Parliament have overwhelming support for executing Charles?

a) No, only 59 of the commissioners signed the death warrant and some of them were forced to do so.

b) Yes, there was widespread support for executing Charles throughout Britain.

Consider This: Why would anyone believe that the king needed to be executed after his trial in the first place? See 2.7: Narrative: Absolutism on Trial.

c) No, but there was some support for executing the king, especially after he refused to cooperate during his trial.

Consider This: Why would anyone believe that the king needed to be executed after his trial in the first place? See 2.7: Narrative: Absolutism on Trial.

d) No, most of the British were adamantly opposed to executing Charles, especially members of Parliament, who only wanted to exile him.

Consider This: Why would anyone believe that the king needed to be executed after his trial in the first place? See 2.7: Narrative: Absolutism on Trial.

Answer: a

Learning Objective: 2.7 What was the case brought against King Charles I in 1648, and how did he defend himself against it?

Module: Narrative: Absolutism on Trial

Difficulty Level: Difficult

Skill Level: Understand

End of Module Quiz 2.8: Narrative: The Sun King at Home

EOM Q2.8.1

Where did Louis XIV construct his great palace for himself and his nobles?

- a) Versailles
- b) Vaux-le-Vicomte

Consider This: The new palace had to be large enough to hold not only the royal court but also as many of the nobles of France as possible. See 2.8: Narrative: The Sun King at Home.

- c) Fontainebleau

Consider This: The new palace had to be large enough to hold not only the royal court but also as many of the nobles of France as possible. See 2.8: Narrative: The Sun King at Home.

- d) Bastille

Consider This: The new palace had to be large enough to hold not only the royal court but also as many of the nobles of France as possible. See 2.8: Narrative: The Sun King at Home.

Answer: a

Learning Objective: 2.8 How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Module: Narrative: The Sun King at Home

Difficulty Level: Easy

Skill Level: Remember

EOM Q2.8.2

What did Louis XIV mean when he announced that he would begin "personal rule"?

- a) He would assume the powers of head of his government along with those invested in him as monarch.
- b) He would participate in State Councils.

Consider This: What position did Richelieu and later Mazarin hold in Louis's court? See 2.8: Narrative: The Sun King at Home.

- c) He would henceforth name his own regent or personal advisor.

Consider This: What position did Richelieu and later Mazarin hold in Louis's court? See 2.8: Narrative: The Sun King at Home.

- d) He would rely on his civil service to make critical decisions, rather than the nobility, as was traditional.

Consider This: What position did Richelieu and later Mazarin hold in Louis's court? See 2.8: Narrative: The Sun King at Home.

Answer: a

Learning Objective: 2.8 How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Module: Narrative: The Sun King at Home

Difficulty Level: Moderate

Skill Level: Understand

EOM Q2.8.3

What was the significance of the *lever* of the king?

a) It provided important opportunities for Louis to reward his favorite courtiers by giving them the chance to ask for favors.

b) The outfits required by the French court were so elaborate that the king could hardly dress himself.

Consider This: To what extent did all activities at Versailles promote absolutism?

See 2.8: Narrative: The Sun King at Home.

c) Louis was so beloved as a monarch that his nobles naturally vied for the chance to serve him.

Consider This: To what extent did all activities at Versailles promote absolutism?

See 2.8: Narrative: The Sun King at Home.

d) It provided a daily example of the Catholic piety of the king, in part to combat Protestantism.

Consider This: To what extent did all activities at Versailles promote absolutism?

See 2.8: Narrative: The Sun King at Home.

Answer: a

Learning Objective: 2.8 How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Module: Narrative: The Sun King at Home

Difficulty Level: Moderate

Skill Level: Understand

End of Chapter Quiz: God, Government, and War

EOC Q2.1

What were some of the main reasons for the Thirty Years' War?

- a) Spanish imperial expansion, multiple Protestant sects, and religious tensions
- b) British imperial expansion, the Catholic tendencies of Anglicanism, and religious tolerance

Consider This: Why were envoys of the King of Bohemia thrown out of a window in Prague? See 2.1: The Thirty Years' War.

- c) Danish militarism, French dynastic difficulties, and anti-Semitism

Consider This: Why were envoys of the King of Bohemia thrown out of a window in Prague? See 2.1: The Thirty Years' War.

- d) papal ambitions, German imperialism, and Ottoman expansion

Consider This: Why were envoys of the King of Bohemia thrown out of a window in Prague? See 2.1: The Thirty Years' War.

Answer: a

Learning Objective: 2.1 What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Module: God, Government, and War

Difficulty Level: Difficult

Skill Level: Analyze

EOC Q2.2

When Charles V abdicated, how did he divide his empire?

- a) Philip II got Spain, the Americas, Italy, and the Netherlands; Ferdinand I became Holy Roman Emperor and got Austria and Bohemia.

- b) Philip II got Scandinavia, Great Britain, and France; Ferdinand I became Archduke of Muscovy and got Lithuania and the Ukraine.

Consider This: Which of these men married an English monarch? See 2.1: The Thirty Years' War.

- c) Philip II got nothing and had to wait for his uncle Ferdinand I to die before inheriting his lands.

Consider This: Which of these men married an English monarch? See 2.1: The Thirty Years' War.

- d) Ferdinand I got nothing and his nephew Philip II inherited everything from Charles.

Consider This: Which of these men married an English monarch? See 2.1: The Thirty Years' War.

Answer: a

Learning Objective: 2.1 What were the long-term causes of the Thirty Years' War, and how do they explain the war's ferocity?

Module: God, Government, and War

Difficulty Level: Moderate

Skill Level: Remember

EOC Q2.3

What treaty ended the Thirty Years' War?

a) Peace of Westphalia

b) Peace of Augsburg

Consider This: The treaty needed to consider that the end of the war left nearly 1,800 semi-independent German entities for the imperial crown to try to control.

See 2.2: Europe Redrawn.

c) Defenestration of Prague

Consider This: The treaty needed to consider that the end of the war left nearly 1,800 semi-independent German entities for the imperial crown to try to control.

See 2.2: Europe Redrawn.

d) Peace of White Mountain

Consider This: The treaty needed to consider that the end of the war left nearly 1,800 semi-independent German entities for the imperial crown to try to control.

See 2.2: Europe Redrawn.

Answer: a

Learning Objective: 2.2 What were the results of the Thirty Years' War?

Module: God, Government, and War

Difficulty Level: Easy

Skill Level: Remember

EOC Q2.4

According to Thomas Hobbes, why is government necessary?

a) In the natural state, without government, life is "poor, nasty, brutish, and short."

b) People enter into governments to protect "their lives, their fortune, and their sacred honor."

Consider This: Why did Hobbes give his treatise on government the title *Leviathan*? See 2.2: Europe Redrawn.

c) Government's "first duty is to protect the people, not run their lives."

Consider This: Why did Hobbes give his treatise on government the title *Leviathan*? See 2.2: Europe Redrawn.

d) "Where there is no law, there is no freedom."

Consider This: Why did Hobbes give his treatise on government the title *Leviathan*? See 2.2: Europe Redrawn.

Answer: a

Learning Objective: 2.2 What were the results of the Thirty Years' War?

Module: God, Government, and War

Difficulty Level: Moderate

Skill Level: Understand

EOC Q2.5

What were some of the uses of Louis XIV's large standing army and navy?

a) They discouraged the Spanish and Imperial forces from attacking France and allowed many opportunities to pursue national glory.

b) They allowed France to expand its overseas colonies and gave it a place to send troublemakers.

Consider This: How would a large army and navy support an absolutist government? See 2.3: The Absolute Response.

c) They provided the opportunity and excuse to raise taxes far beyond what any of Louis's predecessors could have hoped.

Consider This: How would a large army and navy support an absolutist government? See 2.3: The Absolute Response.

d) They ensured that revolts of the nobility could never occur again.

Consider This: How would a large army and navy support an absolutist government? See 2.3: The Absolute Response.

Answer: a

Learning Objective: 2.3 How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Module: God, Government, and War

Difficulty Level: Moderate

Skill Level: Understand

EOC Q2.6

Why did Louis XIV create cultural and intellectual societies like the various *Académie française*?

a) By creating an intellectual elite, Louis was able to showcase the cultural superiority of France to Europe and the world.

b) Louis's absolute ambition was so great that he wanted to control even French grammar.

Consider This: Why did other European monarchs emulate Louis's behavior? See 2.3: The Absolute Response.

c) Louis, who was not very bright, wanted his subjects to view him as smart and cultured.

Consider This: Why did other European monarchs emulate Louis's behavior? See 2.3: The Absolute Response.

d) Louis used the academies as a fund-raising army for his various military operations.

Consider This: Why did other European monarchs emulate Louis's behavior? See 2.3: The Absolute Response.

Answer: a

Learning Objective: 2.3 How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Module: God, Government, and War

Difficulty Level: Moderate

Skill Level: Understand

EOC Q2.7

How were Spanish *grandees* fundamentally different from French nobles in this period?

a) Unlike the French nobility, *grandees* were able to protect their independence of action and local authority from the Spanish monarchy.

b) There was no difference: The *grandees'* experience and authority closely mirrored that of their French counterparts.

Consider This: Did absolutism ever succeed in Spain as it did elsewhere in Europe?
See 2.3: The Absolute Response.

c) While Spanish monarchs granted a little more freedom to their *grandees*, they also expected them to pay taxes, unlike the French nobles, who were tax exempt.
Consider This: Did absolutism ever succeed in Spain as it did elsewhere in Europe?
See 2.3: The Absolute Response.

d) French nobles always enjoyed more authority and freedom of action than Spanish *grandees*, who had to follow stifling court customs.
Consider This: Did absolutism ever succeed in Spain as it did elsewhere in Europe?
See 2.3: The Absolute Response.

Answer: a

Learning Objective: 2.3 How did French and Spanish monarchs approach absolutism in the seventeenth century, and what were the results for each?

Module: God, Government, and War

Difficulty Level: Moderate

Skill Level: Understand

EOC Q2.8

The English trace their parliamentary tradition back to which document?

a) Magna Carta

b) English Bill of Rights

Consider This: Parliament existed long before Henry VIII. See 2.4: The Constitutional Alternative.

c) Petition of Right

Consider This: Parliament existed long before Henry VIII. See 2.4: The Constitutional Alternative.

d) Act of Union

Consider This: Parliament existed long before Henry VIII. See 2.4: The Constitutional Alternative.

Answer: a

Learning Objective: 2.4 Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Module: God, Government, and War

Difficulty Level: Easy

Skill Level: Remember

EOC Q2.9

Why was James II of England removed and the crown offered to William and Mary?

a) James was openly Catholic and many Anglican English refused to accept another Catholic on the throne.

b) James was openly Puritan and the Anglican English made it clear his sort of Protestantism did not agree with their views.

Consider This: Why is the accession of William and Mary referred to as the Glorious Revolution? See 2.4: The Constitutional Alternative.

c) James, a student of the Scientific Revolution, openly speculated as to whether God exists, which scandalized the English.

Consider This: Why is the accession of William and Mary referred to as the Glorious Revolution? See 2.4: The Constitutional Alternative.

d) James made it clear he preferred his Scottish territories to England, which angered his English subjects.

Consider This: Why is the accession of William and Mary referred to as the Glorious Revolution? See 2.4: The Constitutional Alternative.

Answer: a

Learning Objective: 2.4 Why did England move toward a limited monarchy despite the extensive powers enjoyed by English monarchs before 1600?

Module: God, Government, and War

Difficulty Level: Moderate

Skill Level: Understand

EOC Q2.10

What event marked the end of the Dutch Revolt, or Eighty Years' War?

a) the end of the Thirty Years' War in 1648

b) the rise of the House of Bourbon in 1589

Consider This: How did Dutch interests coincide with those of the French and come into conflict with those of the Spanish? See 2.5: Narrative: Shooters and Painters.

c) the launch of Louis XIV's personal rule in 1661

Consider This: How did Dutch interests coincide with those of the French and come into conflict with those of the Spanish? See 2.5: Narrative: Shooters and Painters.

d) the accession of William and Mary to the English throne in 1689

Consider This: How did Dutch interests coincide with those of the French and come into conflict with those of the Spanish? See 2.5: Narrative: Shooters and Painters.

Answer: a

Learning Objective: 2.5 What can Rembrandt's famed *The Night Watch* tell us about the tensions between military and commercial culture among the Dutch during the Thirty Years' War?

Module: God, Government, and War

Difficulty Level: Difficult

Skill Level: Remember

EOC Q2.11

European laws of the sixteenth and seventeenth centuries generally forbade women from owning property, handling money, signing contracts, or holding public office. Why was this?

a) Legal codes of the time treated women as perpetual children who had to be cared for by their fathers, husbands, and eventually sons.

b) The restrictions on women were not unusual, since the majority of men were forbidden these things as well.

Consider This: How did Sofonisba's father arrange for her to receive training? See 2.6: Narrative: Wondrous Sofonisba.

- c) The Church condemned women who engaged in such practices.
Consider This: How did Sofonisba's father arrange for her to receive training? See 2.6: Narrative: Wondrous Sofonisba.
- d) Women were actually able to do all these things as long as specially convened town councils approved it.
Consider This: How did Sofonisba's father arrange for her to receive training? See 2.6: Narrative: Wondrous Sofonisba.

Answer: a

Learning Objective: 2.6 What makes Sofonisba Anguissola especially interesting among Italian painters of her time?

Module: God, Government, and War

Difficulty Level: Difficult

Skill Level: Analyze

EOC Q2.12

Why was the House of Lords excluded from Charles I's trial for treason?

- a) The radical MPs who controlled the House of Commons did not trust the Lords to find Charles guilty.
Consider This: Did General Fairfax attend the opening of the trial? See 2.7: Narrative: Absolutism on Trial.
- b) The House of Lords refused to participate.
Consider This: Did General Fairfax attend the opening of the trial? See 2.7: Narrative: Absolutism on Trial.
- c) Members of the House of Lords, like Charles, believed that they ruled by the grace of God.
Consider This: Did General Fairfax attend the opening of the trial? See 2.7: Narrative: Absolutism on Trial.
- d) Kings were always tried by the House of Commons.
Consider This: Did General Fairfax attend the opening of the trial? See 2.7: Narrative: Absolutism on Trial.

Answer: a

Learning Objective: 2.7 What was the case brought against King Charles I in 1648, and how did he defend himself against it?

Module: God, Government, and War

Difficulty Level: Difficult

Skill Level: Understand

EOC Q2.13

What was the overall purpose of Versailles and the splendor and ceremony that accompanied it?

- a) It served as both a metaphor for Louis XIV's absolute authority and a stage set on which he could enact it.
Consider This: Versailles had room for around 1,000 courtiers. See 2.8: Narrative: The Sun King at Home.
- b) It showed the rest of the world that Louis XIV was wealthy enough to spend any amount he chose on his palace.
- c) It demonstrated to the pope that although Louis XIV was Catholic, he would not humbly submit himself to Rome.

Consider This: Versailles had room for around 1,000 courtiers. See 2.8: Narrative: The Sun King at Home.

d) Louis XIV would have preferred a simple life, but his wife, Maria Theresa, insisted on the splendid court life her Spanish background warranted.

Consider This: Versailles had room for around 1,000 courtiers. See 2.8: Narrative: The Sun King at Home.

Answer: a

Learning Objective: 2.8 How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Module: God, Government, and War

Difficulty Level: Difficult

Skill Level: Analyze

EOC Q2.14

What was the military advantage of privateers like the Sea Beggars opening Dutch dikes and flooding coastal plains?

a) It allowed them to protect Dutch cities and sail within cannon range of Spanish armies.

b) It ruined Dutch crops, forcing the Dutch to surrender.

Consider This: How did the Sea Beggars know how to open the dikes? See 2.5:

Narrative: Shooters and Painters.

c) It provided them safe harbor during North Atlantic winter storms.

Consider This: How did the Sea Beggars know how to open the dikes? See 2.5:

Narrative: Shooters and Painters.

d) It prevented ships from grounding in shallow Dutch seas.

Consider This: How did the Sea Beggars know how to open the dikes? See 2.5:

Narrative: Shooters and Painters.

Answer: a

Learning Objective: 2.5 What can Rembrandt's famed *The Night Watch* tell us about the tensions between military and commercial culture among the Dutch during the Thirty Years' War?

Module: God, Government, and War

Difficulty Level: Moderate

Skill Level: Understand

EOC Q2.15

Why was the sun a good choice for Louis XIV to use as a symbol of his rule?

a) The sun is an excellent symbol for an absolute ruler who wants his subjects to see him as the center of their world.

b) The sun represented all of the gold used to decorate Versailles.

Consider This: In his later years, did Louis change his conduct at court? See 2.8:

Narrative: The Sun King at Home.

c) The sun represented Louis's faith in the traditional, but disproven, heliocentric view of the world.

Consider This: In his later years, did Louis change his conduct at court? See 2.8:

Narrative: The Sun King at Home.

d) Louis's ego required that everyone always see him as a literal god.

Consider This: In his later years, did Louis change his conduct at court? See 2.8:

Narrative: The Sun King at Home.

Answer: a

Learning Objective: 2.8 How did Louis XIV's palace at Versailles further his power and that of the French monarchy more generally?

Module: God, Government, and War

Difficulty Level: Moderate

Skill Level: Analyze