Prepare to Read

Build Background Knowledge
Ask students to recall what they know about the theory of the divine right of kings. Then ask them to predict how this theory might allow Louis XIV to strengthen royal power.

Set a Purpose
- **WITNESS HISTORY** Read the selection aloud or play the audio.
- **Build Background Knowledge** Have students preview the Life at Versailles resource. Tell students to refer to this question as they read. (Answer appears with Section 2 Assessment answers.)
- **Focus** Point out the Section Focus Question.
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the concept web with details about Louis XIV’s rule.

Objectives
As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Understand how Henry IV rebuilt France after the wars of religion.
- Explain how Louis XIV became an absolute monarch.
- Describe how Versailles was a symbol of royal power.
- Identify Louis XIV’s successes and failures.

**SECTION 2**

**Step-by-Step Instruction**

**Objectives**
- Understand how Henry IV rebuilt France after the wars of religion.
- Explain how Louis XIV became an absolute monarch.
- Describe how Versailles was a symbol of royal power.
- Identify Louis XIV’s successes and failures.

**Terms, People, and Places**
- Huguenots
- Cardinal Richelieu
- Louis XIV
- intendant
- Edict of Nantes
- Versailles
- Estates-General
- Sun as Symbol of Monarchy

**Vocabulary Builder**

Use the information below and the following resources to teach the high-use word from this section.

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>erode</td>
<td>Many years of disappointment had eroded Robin’s trust in people and the promises they made.</td>
</tr>
</tbody>
</table>

**France Under Louis XIV**

In the last half of the fifteenth century, France enjoyed a period of peace. After driving out the English, the French kings were able to solidify their power within their own realm. But in the 1550s, rivalry with Charles V of Spain and then religious conflict plunged the kingdom into turmoil.

**Henry IV Restores Order**

In the late 1560s France was torn apart by turbulent wars of religion. A century later, France was a strong, unified nation-state ruled by the most powerful monarch in Europe.

**Religious Strife**

From the 1560s to the 1590s, religious wars between the Catholic majority and French Protestants, called the Huguenots (HYOO guh nahts), tore France apart. Leaders on both sides used the strife to further their own ambitions. The worst incident began on St. Bartholomew’s Day (a Catholic holiday), August 24, 1572. While Huguenot and Catholic nobles were gathered for a royal wedding, a plot by Catholic royals led to the massacre of 3,000 Huguenots. In the next few days, thousands more were slaughtered. For many, the St. Bartholomew’s Day Massacre symbolized the complete breakdown of order in France.

**Bringing Peace to a Shattered Land**

In 1598, a Huguenot prince inherited the French throne as Henry IV. For four years Henry fought against fierce Catholic opposition to gain control of France. Finally, to end the conflict, he converted to Catholicism. “Faire as well worth a Mass,” he is supposed to have said. To protect Protestants, however, in 1598 he issued the Edict of Nantes granting the Huguenots religious toleration and other freedoms.

**Life at Versailles**

At Versailles, the palace court of Louis XIV. He revolved around the king. Nobles waited days or weeks for the honor of attending the king while he dressed or bathed. Every morning the king was at the center of a lavish entertainment, followed by a supper of dozens of rich dishes. The elaborate and extravagant rituals that governed life at court masked a very serious purpose—they were a way for Louis XIV to control every aspect of court life and ensure his absolute authority.

**Focus Questions**
- How did France become the leading power of Europe under the absolute rule of Louis XIV?

**Witness History Audio CD**
- Witness History Audio CD, Life at Versailles
- History Audio CD, France Under Louis XIV
- Teaching Resources, Unit 1, p. 66; Teaching Resources, Skills Handbook, p. 3

**Point out the Section Focus Question**

**WITNESS HISTORY**

Read the selection aloud or play the audio. As they read, have students fill in the concept web with details about Louis XIV’s rule.

**Reading and Note Taking**

Study Guide, p. 66
strengthening the central government. Richelieu sought to destroy the power of the Huguenots and nobles—two groups that did not bow to royal authority. Although he allowed the Huguenots to practice their religion, he smashed their walled cities and outlawed their armies. Likewise, he defeated the private armies of the nobles and destroyed their fortified castles. While reducing their influence, Richelieu tied the nobles to the king by giving them high posts at court or in the royal army.

Richelieu also handpicked his able successor, Cardinal Mazarin (mazh YOOR). When five-year-old Louis XIV inherited the throne in 1643, the year after Richelieu’s death, Mazarin was in place to serve as chief minister. Like Richelieu, Mazarin worked tirelessly to extend royal power.

**Checkpoint** What rights did the Edict of Nantes extend to Huguenots?

### An Absolute Monarch Rises

Soon after Louis XIV became king, disorder again swept France. In an uprising called the Fronde, nobles, merchants, peasants, and the urban poor rebelled in order to protest royal power or preserve their own. On one occasion, rioters drove the boy king from his palace. It was an experience Louis would never forget. When Mazarin died in 1661, the 25-year-old Louis resolved to take complete control over the government himself. “I have been pleased to entrust the government of my affairs to the late Cardinal,” he declared. “It is now time that I govern them myself.”

“I Am the State” Like his great-grandfather Philip II of Spain, Louis XIV firmly believed in his divine right to rule. He took the sun as the symbol of his absolute power. Just as the sun stands at the center of the solar system, he argued, so the Sun King stands at the center of the nation. Louis is often quoted as saying, “L'état, c'est moi” (“the state, I am the state”), which in English translates as “I am the state.”

During his reign, Louis did not once call a meeting of the Estates General, the medieval council made up of representatives of all French social classes. In fact, the Estates General did not meet between 1614 and 1789. Thus, the Estates General played no role in checking royal power.

Henry IV then set out to repair France. His goal, he said, was not the victory of one sect over another, but “a chicken in every pot”—a good Sunday dinner for every peasant. Under Henry, the government reached into every area of French life. Royal officials administered justice, improved roads, built bridges, and revived agriculture. By building the royal bureaucracy and reducing the influence of nobles, Henry IV laid the foundations on which future French monarchs would build absolute power.

**Cardinal Richelieu Strengthens Royal Authority** When Henry IV was killed by an assassin in 1610, his nine-year-old son, Louis XIII, inherited the throne. For a time, nobles resented their power. Then, in 1624, Louis appointed Cardinal Richelieu (ree shul YOO) as his chief minister. This cunning, capable leader devoted the next 18 years to strengthening the central government.

Richelieu sought to destroy the power of the Huguenots and nobles—two groups that did not bow to royal authority. Although he allowed the Huguenots to practice their religion, he smashed their walled cities and outlawed their armies. Likewise, he defeated the private armies of the nobles and destroyed their fortified castles. While reducing their influence, Richelieu tied the nobles to the king by giving them high posts at court or in the royal army.

Cardinal Richelieu

Cardinal Richelieu’s (1585–1642) parents expected great things from him. They even invited the king of France to attend Armand’s christening, promising that someday he would be a leader of France. The young boy also aspired to greatness as he received training to become a priest. Then, at his family’s request, he switched directions. At age 17, he began training to become a bishop in the Catholic Church. The path was different but the purpose was the same: to become a leader and to serve the monarch.

Over the next 40 years, Armand Richelieu rose to the highest levels of authority in both religious and political circles. He became the true power behind the throne of King Louis XIII. What characteristics of Richelieu does the artist portray in this painting?

**Checkpoint** What role did Cardinal Richelieu play in shaping France?

### Henry IV Restores France

Order

- **Introduce** Explain the religious wars between the Catholic majority and the Huguenots. Then display Color Transparency 95: St. Bartholomew’s Day Massacre. Ask: What sort of place is shown? (royal castle, rich homes)
- **Quick Activity** Henry IV and Richelieu made many improvements to France but also extended royal power. Hold a debate on whether their changes were ultimately good or bad for France.

### Independent Practice

Tell students that Henry IV’s goal—“A chicken in every pot”—became an enduring slogan. Have students create other slogans appropriate to the reign of either Henry IV or Louis XIII.

**Monitor Progress** To check students’ understanding, ask students to compare the reigns of Henry IV and Louis XIII to that of Philip II of Spain.

**Answers**

- **Religious Toleration and Other Rights**
  - Encourage students to learn from the visuals in this section. Ask them how images of Louis XIV, Cardinal Richelieu, and Versailles suggest absolute power.
  - Provide the following resources to help students acquire basic skills:
    - **Adapted Reading and Note Taking Study Guide**
      - Adapted Note Taking Study Guide, p. 66
    - **Adapted Section Summary**
      - Adapted Section Summary, p. 67

**Teach**

**Cardinal Richelieu**

Cardinal Richelieu (1585–1642)parents expected great things from him. They even invited the king of France to attend Armand’s christening, promising that someday he would be a leader of France. The young boy also aspired to greatness as he was growing up. At fist, he received training to become a disciplined and authoritative military officer. Then, at his family’s request, he switched directions. At age 17, he began training to become a bishop in the Catholic Church. The path was different but the purpose was the same: to become a leader and to serve the monarch.

Over the next 40 years, Armand Richelieu rose to the highest levels of authority in both religious and political circles. He became the true power behind the throne of King Louis XIII. What characteristics of Richelieu does the artist portray in this painting?

**Checkpoint** What role did Cardinal Richelieu play in shaping France?
An Absolute Monarch Rises

Instruct

- **Introduce: Key Terms** Ask students to find the key term *intendant* in blue in the text and explain its meaning. Then have them reread the Witness History selection. Ask them to predict how intendants would help a king gain the absolute power Louis describes.

- **Teach: Ask What was the Fronde?** (an uprising soon after Louis XIV became king that protested the growing power of the royal) **How did it affect Louis’s reign?** (He later took the government of France strongly in hand himself) Then discuss ways that Louis XIV kept the power of other groups in check. Then ask **How did Colbert boost the economy?** (clear land for farming, encouraged mining and industry, built luxury trades, put tariffs on imports, encouraged colonies, regulated trade)

**Quick Activity** Divide students into four groups, representing nobles, merchants, peasants, and the urban poor. Have each group list advantages and disadvantages brought about by Louis XIV’s reign. Then have all groups debate whether they should organize an uprising like the Fronde.

Independent Practice

Read aloud the Primary Source selection on this page. Then ask students to write a paragraph explaining ways in which Louis’s and Colbert’s policies reinforced the relationship between king and people, which is described by Bossuet. Use the Think-Write-Pair-Share strategy (TE, p. T23) to have students share their work with each other.

Monitor Progress

As students complete their concept web, circulate to make sure they understand how Louis XIV strengthened royal power. For a completed version of the concept web, see Note Taking Transparencies, 129.

Answers

- It symbolized his role as the all-powerful center of the nation.
- **PRIMARY SOURCE** to rule with complete authority over his subjects.

Louis XIV Strengthens Royal Power

Louis spent many hours each day attending to government affairs. To strengthen the state, he followed the policies of Richelieu. He expanded the bureaucracy and appointed intendants, royal officials who collected taxes, recruited soldiers, and carried out his policies in the provinces. These and other government jobs often went to wealthy middle-class men. In this way Louis cemented his ties with the middle class, thus checking the power of the nobles and the Church. The king also built the French army into the strongest in Europe. The state paid, fed, trained, and supplied up to 300,000 soldiers. Louis used this highly disciplined army to enforce his policies at home and abroad.

Colbert Builds France’s Finances

Louis’s brilliant finance minister, Jean-Baptiste Colbert (kohl bohhr), imposed mercantilist policies to bolster the economy. He had new lands cleared for farming, encouraged mining and other basic industries, and built up luxury trades such as lacemaking. To protect French manufacturers, Colbert put high tariffs on imported goods. He also fostered overseas colonies, such as New France in North America and several colonies in India, and regulated trade with the colonies to enrich the royal treasury. Colbert’s policies helped make France the wealthiest state in Europe. Yet not even the financial genius of Colbert could produce enough income to support the huge costs of Louis’s court and his many foreign wars.

Checkpoint

Why did Louis XIV choose the sun as his symbol?

Versailles: Symbol of Royal Power

In the countryside near Paris, Louis XIV turned a royal hunting lodge into the immense palace of Versailles (ver-SAY). He spared no expense to make it the most magnificent building in Europe. Its halls and salons displayed the finest paintings and statues, and they glittered with chandeliers and mirrors. In the royal gardens, millions of flowers, trees, and fountains were set out in precise geometric patterns. Versailles became the perfect symbol of the Sun King’s wealth and power. As both the king’s home and the seat of government, it housed nobles, officials, and servants.

Conducting Court Ceremonies

Louis XIV perfected elaborate ceremonies that emphasized his power. Each day began in the king’s bedroom with a major ritual known as the *levée* (luh VAY), or rising. High-ranking nobles competed for the honor of holding the royal washbasin or handing the king his diamond-buckled shoes. At night, the ceremony was repeated in reverse. Wives of nobles vied to attend upon women of the royal family. Rituals such as the *levée* served a serious purpose. French nobles were descendants of the feudal lords who held power in medieval times. At liberty on their estates, these nobles were a threat to the power of the monarchy. By limiting nobles to Versailles, Louis XIV turned them into courtiers angling for privileges rather than rival warriors battling for power. His tactic worked because he carefully protected their prestige and left them exempt from paying taxes.

History Background

**Court Etiquette** The strictness of etiquette at Versailles made it almost impossible to relax. A noble would never consider walking out of his court-appointed place in a royal procession. Knocking on a door was forbidden. Instead, one was to scratch on the door with the fingernail of the little finger. Any digression from court etiquette subjected one to open derision and ridicule for days and might even result in banishment from court. One duchess who sat down at a gaming table when she was not playing was never invited to the Palace of Versailles again.
Versailles: Symbol of Royal Power / A Strong State Declines

Instruct

■ Introduce: Vocabulary Builder
Have students read the Vocabulary Builder term and definition on the next page. Ask students to identify ways in which constant warfare could erode a nation’s resources.

■ Teach
Describe France’s cultural and political achievements and Louis’s role in them. Ask Why was Versailles an appropriate seat for the French government? (It was a center of French high culture; its wealth reflected the wealth of the government.) Then describe France’s decline. Ask Why was a balance of power important to European nations? (to avoid domination by any one nation)

■ Quick Activity
Display Color Transparency 96: Reign of Louis XIV. Discuss whether the costs of Louis’s reign outweighed his achievements.

Independent Practice

■ Primary Source
To help students better understand life at Versailles, have them read the selection A Busy Day at the Sun King’s Court and complete the worksheet.

■ Link to Literature
To help students better understand class relations in Louis XIV’s France, have them read the excerpt from Molière’s The Would-Be Gentleman and complete the worksheet.

Monitor Progress
To check students’ understanding, ask them to explain how the Estates General differed from England’s Parliament during this period.

Answers

Thinking Critically
1. It suggests that nine-tenths of French people are commoners who are poor and hungry, while one-tenth are nobles who are rich and overindulgent.
2. Nobles had the leisure to write or the money to have others write about them; because they were more involved in government, their actions were well-recorded.

Link to Dance

Ballet
Brought to France from Italy by Caterina de’ Medici (mother of Henry IV), ballet was originally a spectacle with elaborate costumes, songs, poetry, and dance. In the court of Louis XIV, the king and his courtiers performed the ballets themselves. At age fourteen, Louis danced the role of Apollo, god of the sun, and later became known as the Sun King. His courtiers had to learn and practice many complex dances and perform them at the king’s whim. Courtiers stood and bowed in what became ballet’s fivefoot positions. When he grew older, Louis stopped dancing, and so did his courtiers. Louis then started the first professional ballet school. Only later did ballet develop lighter costumes, slippers without heels, and dancing en pointe.
Writing About History

The king and his court supported a “splendid century” of the arts. The age of Louis XIV came to be known as the classical age of French drama. In painting, music, architecture, and decorative arts, French styles became the model for all Europe. A new form of dance dramas, ballet, gained its first great popularity at the French court. As a leading patron of culture, Louis sponsored the French Academies, which set high standards for both the arts and the sciences.

Checkpoint
How did Louis XIV secure support from the nobility?

A Strong State Declines

Louis XIV ruled France for 72 years—for longer than any other monarch. At the end of Louis’s reign, France was the strongest state in Europe. However, some of Louis’s decisions eventually caused France’s prosperity to erode.

Waging Costly Wars

Louis XIV poured vast resources into wars meant to expand French borders. However, rival rulers joined forces to check these ambitions. Led by the Dutch or the English, these alliances fought to maintain the balance of power. The goal was to maintain a distribution of military and economic power among European nations to prevent any one country from dominating the region.

In 1706, Louis’s grandson Philip V inherited the throne of Spain. To maintain the balance of power, neighboring nations led by England fought to prevent the union of France and Spain. The War of the Spanish Succession dragged on until 1713, when an exhausted France signed the Treaty of Utrecht (YOO treikt). Philip remained on the Spanish throne, but France agreed never to unite the two crowns.

Persecuting Huguenots

Louis saw France’s Protestant minority as a threat to religious and political unity. In 1685, he revoked the Edict of Nantes. More than 100,000 Huguenots fled France, settling mainly in England, the Netherlands, Germany, Poland, and the Americas. The Huguenots had been among the hardest working and most prosperous of France’s subjects. Their loss was a serious blow to the French economy, just as the expulsion of Spanish Muslims and Jews had hurt Spain.

Checkpoint
How did Louis XIV’s actions weaken France’s economy?

Assess Progress and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparencies, p. 68.

Reteach

If students need more instruction, have them read the section summary.

- Reading and Note Taking Study Guide, p. 67
- Adapted Reading and Note Taking Study Guide, p. 67
- Spanish Reading and Note Taking Study Guide, p. 67

Extend

Hold a class debate on whether a U.S. president would ever say “I am the state.” Ask students whether citizens might feel differently about such a statement at a time of crisis, such as an invasion.

Answers

He kept them tied to the court; he exempted them from paying taxes.

Waging war drained his treasury; expelling Huguenots removed some of his most productive subjects.

Section 2 Assessment

1. They all have to do with French government and power from the late 1500s to the early 1700s.
2. Louis XIV strengthened royal power, the army, the economy, and the arts to make France the leading power of Europe.
3. Because he was a Huguenot, Henry IV’s conversion united France by healing the division between Huguenots and Catholics.
4. They kept the nobles busy in the king’s court instead of battling for power.
5. They wanted to keep the balance of power so they would not be dominated by France or any other European nation.

Vocabulary Builder

erode —(ee ROHD) wear away or disintegrate

Comprehension and Critical Thinking

1. What do each of the key terms, people, and places listed at the beginning of the section have in common? Explain.

Note Taking

2. Reading Skill: Identify Supporting Details: Use your completed concept web to answer the Focus Question: How did France become the leading power of Europe under the absolute rule of Louis XIV?

3. Draw Inferences: What was the purpose of Louis XIV’s extravagant palace and daily rituals?

4. Identify Central Issues: What was Louis’s plan to expand French borders?

5. Recognize Ideologies: Why did other European nations form alliances to oppose France’s plans to expand?

Writing About History

Quick Write: Support Opinions With Evidence

Choose a topic from the section, such as whether or not you think Louis XIV’s reign was good for France. Make a list of evidence from the text that supports your opinion.

Writing About History

Responses should include a substantial list of evidence that clearly supports an opinion.

For additional assessment, have students access Progress Monitoring Online at Web Code: nba-1621.
other aspects of Chinese society. The ancient Egyptians needed an
1. Rule by One

Rule by One
1. The ancient Egyptians needed an efficient government to manage activities related to the annual flooding of the Nile. At the head of the government stood an absolute monarch, the pharaoh. The pharaoh relied on his vizier, or chief minister, to handle the country’s affairs. The vizier directed a large government bureaucracy. Most Egyptians had no say as to how they were governed.
2. As chairman of the Communist Party, Mao Zedong ruled China from 1949 until his death in 1976. In reality, he stood above the party as an autocrat with dictatorial powers. He relied on his vizier, or chief minister, to handle the country’s affairs. The vizier directed a large government bureaucracy. Most Chinese had no say as to how they were governed.

Rule by the Few
1. Ancient Sparta, a military society, had two kings, a council of elders, and a council of officials who ran the day-to-day affairs. They were all members of the aristocracy. Sparta’s governing class of nobles and soldiers. For the Greeks, aristocracy meant government by those best suited to rule. Unlike neighboring Athens, Sparta never experienced tyranny.
2. After the fall of the Roman Empire, the political system became as feudalism arose in Europe. In this system, the power lay with a military elite. The Greeks might have preferred to call it an oligarchy—government based on private interests rather than the interests of the whole society. Nobles traded land and labor for political and military service. Warfare dominated people’s lives.

Rule by the Many
1. In 1789, the French Revolution abolished the monarchy and established a republic. The democracy, however, was unstable. France went through periods of empire, republic, and monarchy until the constitution of 1875 established the Fifth Republic. Today the government has a two-house parliament and a strong president who is directly elected. All citizens 18 and older, except for certain criminals, can vote.
2. In 1961, South Africa left the British Commonwealth to become an independent republic. The movement to end apartheid, or racial segregation, resulted in a new constitution in 1997. All citizens over age 18 can vote to elect members to a two-house Parliament. The lower house then elects a president in the country’s head of state and chief executive.

Thinking Critically
(a) Which of these three forms of government strikes you as the fairest? Why? (b) Which do you think is most capable of defending a society from attack? Why?

Instruct
Create three columns on the board and list the three main types of political systems. Have students volunteer the strengths and weaknesses of each type of political system, and write those in each column. Ask them to think about which system is best for war, for peace, for the economy, for social order, and for international power. Ask them to also consider which classes of people benefit most from each system, and which of these systems have the potential to cause the most suffering. Finally, ask students how common each of these systems is in the world today and why.

Independent Practice
Conect/Connecte Have students fill in their Concept Connector worksheet on political systems, which includes additional examples and critical thinking questions.

Monitor Progress
Circulate to make sure that students are filling in their Concept Connector worksheets accurately. Ensure they understand the three types of political systems and how they relate to key terms used in the rest of the chapter, such as absolute monarch.

Thinking Critically
1. (a) Sample: rule by the many, because more people take part in decisions. (b) Answers may vary but should offer clear reasons.
2. Paragraphs should show a clear understanding of the political system chosen.