**AP Euro – Chapter 15 Study Guide: State Building & the Search for Order in the 17th c.**

Overarching Question: How and why did 17th c. conflicts affect Europe politically, religiously & intellectually?

Short Question Questions:

1. A witch craft hysteria gripped Europe in the 16th and 17th centuries.
	1. Identify WHO was most likely to tagged as a witch during this era and explain WHY them.
	2. Identify and explain ONE religious factor that led to the witchcraft craze during this era
	3. Identify and explain ONE social factor that led to the witchcraft craze during this era.
2. The Thirty Years War raged in central Europe from 1618-1648. It is significant for the changes that came a result of it.
	1. Identify and explain ONE religious factor and ONE political factor that led to the war.
	2. Identify and explain ONE significant military development that changed warfare.
	3. Identify and explain ONE significant political change that resulted from the war and the Peace of Westphalia (1648) that ended it.
	4. Identify and explain ONE significant religious change that resulted from the war and the Peace of Westphalia (1648) that ended it.
3. Absolutism spread across Europe once.
	1. Briefly explain ONE similarity between France under Louis XIV and Peter the Great of Russia
	2. Briefly explain ONE difference between France under Louis XIV and Peter the Great of Russia
	3. Briefly explain ONE factor that accounts for the difference you explained in part b
4. The Dutch experienced a “Golden Age” in the 1600s
	1. Briefly explain ONE aspect of Dutch life that contributed to this Golden Age
	2. Briefly explain ONE feature the is unique to Dutch art during this Golden Age
	3. Briefly explain ONE factor that contributed to the end of the Dutch Golden Age
5. England’s government development took a different path than that of continental Europe.
	1. Identify ONE “absolutist” Stuart dynasty king and briefly explain how he practiced absolutism.
	2. Briefly explain ONE factor that led to the English Civil War
	3. Briefly explain TWO key features of life in England under the rule of Oliver Cromwell
	4. Briefly explain ONE reason why the Glorious Revolution took place AND ONE major outcome of it.
6. Art styles are often changing and reflect the times.
	1. Identify ONE Mannerist artist and briefly explain ONE key feature of Mannerism
	2. Identify ONE Baroque artist and briefly explain ONE key feature of Baroque art / architecture
	3. Identify ONE Dutch realist and briefly explain ONE key feature of Dutch Realism

Key Vocabulary and Concepts:

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| **Historical Content & Terms Must Knows** | **People & Events Must Knows** | **Academic Vocabulary Must Knows** |
| Witchcraft Craze:Contributing factors & TargetsPeace of Augsburg 1555Protestant Union v Catholic League | Defenestration of PragueEmperor Ferdinand II (HRE)Christian IV (Denmark)Albrecht von WallensteinGustavus Adolphus (Sweden)Cardinal Richelieu & Louis XIII (France)Jean Bodin & Bishop Bossuet | SovereignSecularFlamboyantContractionHysteriaSabbatExonerateExpiateCommunal |
| **Historical Content & Terms Must Knows** | **People & Events Must Knows** | **Academic Vocabulary Must Knows** |
| 30 Years War:-Causes, Locations, Phases, -Turning Points, Outcome, Impact-Edict of Restitution 1629-Peace of Westphalia 1648:  -Key provisions, winners, losers-Military Revolution:  -Mobility, Fire/Charge, Weaponry**Absolutism**-**Divine Right of Kings**Bourbon Dynasty (France)-Edict of Fontainebleu 1685-Edict of Nantes revocationHohenzollern Dynasty (Prussia)Russia’s Time of Troubles >>-Romanov Dynasty Peter the Great’s changes-Great Northern War: ----Who v Who, why? Outcome-Peace of Nystad 1721Ottoman Empire: -Vizier, Janissaries-Constantinople 1453-Battle of Lepanto 1571-Siege of Vienna 1683Poland: Monarchy / Sejm issues-Liberum vetoDutch Republic & House of Orange-Golden Age, why?-Amsterdam THE European cityStuart Dynasty (England)-Issues with Parliament & outcomes-Petition of Right 1628-English Civil War(1642-46):  Issues & outcome Puritans Long v Short Parliament New Model Army Rump Parliament, Levellers-Stuart Restoration Cavalier Parliament 1661 Decl. of Indulgence 1672-English Bill of Rights 1689-Constitutional / Parliamentary MonarchyArt Changes & Features of:-Mannerism -Baroque-French Classicism v -Dutch Realism | Cardinal Mazarin-La Fronde rebellionLouis XIV (France) – Sun King-Versailles (Palace & Court Life)-“One king, one law, one faith”-Jean-Baptiste Colbert & Mercantilism-Anglo-French Dutch Wars & outcome-War of League of Augsburg & outcome-War of Spanish Succession & outcomePhilip IV (Spain) actions & outcomesFrederick William “Great Elector” (Prussia)-Policies, actions & outcomesFrederick I (Prussia)Leopold I (Austrian Empire) -Treaty of Karlowitz 1699, outcome/ impactIvan IV “the Terrible” (Russia)Michael Romanov (1st Tsar of Russia)Peter I Romanov (Russia): -Westernize, Table of Ranks, Police StateCharles XI (Sweden): actions & outcomesSulieman I “the Magnificent” (OE)William III of OrangeEnglish Stuart Kings: Actions & outcomes-James I / Charles I-Oliver Cromwell (why is he here?) Lord Protector-Charles II (Restoration) / James II -William & MaryArchbishop William LaudThomas Hobbes- *The Leviathan*John Locke -Two Treatises on Government-Natural rights, consent of the governedEl GrecoGian Lorenzo BerniniPeter Paul RubensArtemsia Gentileschi / Nicholas PoussinRembrandt von RijnJudith LeysterWilliam Shakespeare & Elizabethan AgeLope de VegaJean-Baptiste Racine / Jean-Baptiste Moliere | ScapegoatCarnalSubsideExacerbateDeposeMercenaryConscriptionSalvoIntendantsTailleRegent / RegencyProclivitySubservientExodusAsylumDubiousChateauEtiquetteHegemonyCurtailTacitArbiter BoyarsStratifyProcurateDetrimentalInfidelRepulseStadtholderBurgherEspouseGentryRenege EthosPatricianJurisprudencePredilectionSatireTragedy |

**Chapter 15 – State Building – Homework Grid – 50 Points – Choose the Projects & Build Your Grade**

Note: Thirty Years War content was covered in conjunction with Ch 13 – Reformation & Religious War

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| A. **Complete a Dated Chapter Reading Log** of your learning from the reading notes & / or a paragraph summary of in-class lecture / activity / discussion. A paragraph requires 5-7 sentences. (5 points per day) | B. Construct well-written paragraph responses of about 5-7 sentences to the **Short Answer Questions** provided in the Study Guide. Fully answer all parts of the Q. **NOTE: TWO REQUIRED** (5 points per SAQ)  |
| C. **Analyze Primary and Secondary Source**. Read & analyze THREE (3) of the sources listed below. For EACH document complete a HIPPO worksheet (on the “Class Documents” tab) to demonstrate your analysis:- Any in-class Source documents-A Witchcraft Trial (p.438)-The Face of War in the 17th c. (p.443)-The King’s Day Begins (p.449)-French Absolutism: Henry IV v Louis XIV (handouts)-Thomas Hobbes Leviathan excerpt (handouts)-Peter the Great Reform & Letter to Alexei (handouts)-Peter the Great Deals with a Rebellion (p.454)-Bill of Rights (p.467 & handouts)-Shakespeare: In Praise of England (p.473) (15 points, 5 each) | D. **Form a Study Group & Execute an Effective 1-hour Study Session.** Download the Group Study Session form from the Class Documents tab, engage in a focused study session where you discuss and clarify specific content such as:- What economic, social & political crises did Europe experience 1600-1650? Explain of each.-What was absolutism in theory & how did its practice in France reflect or differ from the theory?-What developments enabled Prussia, Austria & Russia to emerge as major powers in the 17th c.?-What political issues led to the weakening of the Polish state?-What were the main issues between king & Parliament in 17th c. England? How were these issues resolved?-Why is the 17th c. considered the “Golden Age” of the Dutch Republic?-How did the artistic & literary achievements of the 17th c. reflect the political & economic developments of the era? FULLY COMPLETE THE FORM to verify your learning. Each person completes their own form & includes a photo of the group in action. (10 Points) |
| E. **Create a Multi-Flow Map** that clearly communicates the CAUSES, MAIN EVENTS & SHORT / LONG TERM EFFECTS of the **English Civil War**. The diagram should include key vocabulary, names of the main players and events/documents that drove this movement & the reactions to it. Construct a well-written paragraph summary of the info in the flow map that communicates contextualization, knowledge of the content & how this event permanently changed Europe. (10 points) | F. Use the information in the text, inset readings & other primary sources to **create an acrostic** that uses **ABSOLUTISM** as the stem to summarize this era. Each line should be a unique & complete sentence AND should have either a vocabulary term from the Study Guide or a brief quote from one of the outside sources (highlight or underline these terms). The information should cut across multiple countries’ experiences. All sentences must be to the right of the initial stem letter and no lines may be repeated (10 points)  |