**Test: Absolutism, Enlightenment, Revolutions**

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| **Part A: Matching – match the figure with the correct statement**   |  | | --- | | **Figure Bank (1.3)** | | **A. Philip II C. Louis XIV**  **B. Peter the Great** |   **1.** “I cut off the nobles’ beards in an effort to westernize.”  2. “I’m the Sun King… do you prefer French? *L’etat, c’est moi*!”  3. “I ruled during the Golden Age of Spain, but also cracked down on those who were not Catholic.”   |  | | --- | | **Figure Bank (1.3)** | | **A. Charles I**  **B. William and Mary**  **C. Oliver Cromwell** |   4. Did not consult Parliament for 11 years and was then beheaded!  5. Took the throne after signing the English Bill of Rights.  6. Led the Roundheads during the English Civil War   |  | | --- | | **Figure Bank (1.3)** | | **A. Thomas Hobbes**  **B. Baron de Montesquieu**  **C. John Locke**  **D. Jean Jacques Rousseau**  **E. Mary Wollstonecraft** |   7. “I wrote *Leviathan* and supported an absolute monarchy – people are born selfish and cruel!”  8. “I wrote *The Spirit of Laws* and believe that the best form of government should have a separation of powers.”  9. “In *The Vindication of the Rights of Women*, I stated that women should have the same educational opportunities as men.”  10. “In *The Social Contract*, I argued people are born good!”  11. “My work, *Two Treatises on Government*, influenced the American colonists as they wrote the Declaration of Independence.”   |  | | --- | | **Figure Bank (1.3)** | | **A. Francis Bacon**  **B. Galileo Galilei**  **C. Andreas Vesalius**  **D. Sir Isaac Newton** |   12. “I dissected human bodies to learn about anatomy.”  13. “I proved the earth revolves around the sun with my telescope.”  14. “I am the father of experimental science.”  15. “Even planets are affected by the law of gravity.”  **Part B: Multiple Choice**  **16. The need to possess warm-water ports greatly influenced the foreign policy of which nation? (4.2)**  a. England b. Russia c. France d. Spain  **17. The Magna Carta, the Petition of Right, and the English Bill of Rights led the English government to develop a political system in which (6.2)**  a. rulers were responsible to the people  b. religious authorities controlled the lawmaking process  c. the power of the monarch came from God  d. the individual was denied a trial by jury  **18. One similarity between the Magna Carta and the English Bill of Rights is that both documents (6.2)**  a. set up a two-party political system  b. placed limits on the power of the monarch  c. established the right to inherit the throne  d. guaranteed equal rights for all citizens | **19. One way in which the contributions of Copernicus, Galileo, and Newton are similar is that each (6.1)**  a. challenged the heliocentric theory of the universe  b. based his work on Enlightenment principles of social contract  c. practiced observation and experimentation in his work  d. supported the work of the Inquisition  **20. 16th century scholars Galileo and Andreas Vesalius faced challenges to their scientific theories because their ideas (6.1)**  a. were based on the Bible  b. contradicted traditional medieval European beliefs  c. relied only on teachings from non-Christian cultures  d. were not supported by scientific investigations  Use the **Speakers** below to answer questions 21-23:  ***Speaker 1****:* “The state of monarchy is supreme on earth: for kings are not only God’s lieutenants upon earth and sit upon God’s throne, but even by God himself they are called gods.”  ***Speaker 2****:* “If government fails to fulfill the end for which it was established—the preservation of the individual’s right to life, liberty, and property—the people have a right to dissolve the government.”  ***Speaker 3****:* “But what if the compact between the ruler and ruled is violated by the ruler? He thus becomes a tyrant, a criminal who forfeits his rights to the obedience of his subjects, who may now exercise their right to rebel and form a new compact.”  ***Speaker 4****:* “The ruling authority in the state, the sovereign, must have supreme power, or society will collapse and the anarchy of the state of nature will return.”  **21. Which two speakers above would support absolutism? (1.3)**  a. 1 and 4  b. 3 and 4  c. 2 and 3  d. 1 and 2  **22. Which concept is Speaker 1 above referring to? (4.2)**  a. direct democracy  b. popular sovereignty  c. parliamentary consent  d. divine right  **23. Which speaker is philosopher John Locke? (1.3)**  a. 1 b. 2 c. 3 d. 4  **24. Which statement best describes a change that occurred during both the Renaissance and the Enlightenment? (6.1)**  a. feudalism became the dominant political system  b. the use of reason and logic were discouraged  c. technology and science were considered unimportant  d. a new questioning spirit and attitude developed  **25. Which idea became a central belief of the Enlightenment? (6.1)**  a. The use of reason would lead to human progress.  b. Mathematics could be used to solve all human problems.  c. The ancient Romans had the best form of government.  d. People should give up their natural rights to their rulers.  **26. Why is the Enlightenment considered a turning point in world history? (6.1)**  a. Capitalism was developed as an influential economic system  b. Martin Luther broke away from the Roman Catholic Church.  c. Europeans changed their thinking about the role of government.  d. The Columbian Exchange occurred. |
| **27. How did the ideas of the Enlightenment philosophers most influence popular revolutions in France and in the United States? (6.2)**  a. by explaining that society could be improved through prayer  b. by challenging the belief in divine right of kings  c. by stressing the importance of military strength  d. by emphasizing that people are born evil and need to be controlled  “[When] the legislature shall grasp [for] themselves an absolute power over the lives, liberties, and estates of the people, they forfeit [give up] the power the people had put into their hands, and it [passes] to the people, who have a right to resume their original liberty.” — John Locke, *Two Treatises on Civil Government*  **28. Which idea is expressed in this passage above? (1.2)**  a. The people should give up their liberty to create an orderly society.  b. People have the right to rebel if their natural rights are denied.  c. Governments should be obeyed regardless of their actions.  d. Liberty can only be guaranteed in a direct democracy.  **29. The Declaration of Independence reflects John Locke’s ideas by putting forth the idea that (6.2)**  a. monarchs had more rights than their subjects  b. monarchy should be abolished everywhere  c. people had a right to overthrow unjust governments  d. people should have no say in the independence of other nations  **30. For which 18th century war did Britain want its American colonists to help pay, so it raised taxes the colonists insisted were unfair? (6.2)**  a. Hundred Years’ War  c. American Revolution  b. French and Indian War  d. English Civil War  **31. Influenced by Montesquieu, the U.S. Constitution established a system of (6.2)**  a. a separation of powers into different branches of government  b. constitutional monarchy in the colonies  c. equal voting rights for men and women  d. strategic military and trade alliances  “Law is the expression of the general will. . . . It must be the same for all, whether it protects or punishes.”  —Declaration of the Rights of Man and the Citizen **32. The U.S. Constitution reflects an idea similar to the one above by providing citizens** **(6.2)**  a. the right to own property  c. equality before the law  b. the right of life, liberty, and pursuit of happiness  d. voting rights  **33. What was an estate in France before the Revolution? (6.2)**  a. a social class  b. property left to a family  c. a large plantation  d. a small country  **34. Which sequence places these laws in the correct chronological order? (1.1)**  a. Code of Hammurabi → Magna Carta → Napoleonic Code  b. Magna Carta → Napoleonic Code → Code of Hammurabi  c. Code of Hammurabi → Magna Carta → Napoleonic Code  d. Napoleonic Code → Code of Hammurabi → Magna Carta | **35. Which conclusion can be drawn from this illustration above?**  a. One group paid heavy taxes that supported the other two groups.  b. Hard work, prayer, and a good example allowed for a stable government in France.  c. Peasants and professionals in this society were gaining political and economic power.  d. French society emphasized the importance of natural law and social equality.  **36. According to the illustration above, what was a cause of the French Revolution? (6.1)**  a. ineffective rule of Napoleon Bonaparte  b. growth of the middle class due to trade associations  c. nationalization of the Church  d. inequalities in society  **37. One way in which Robespierre and Louis XVI of France are similar is that both (6.1)**  a. were removed from power during the French Revolution  b. adopted ideas of the Congress of Vienna  c. implemented policies of religious tolerance  d. decreased government control of the economy  “The French Revolution is most important for having changed subjects to citizens.”  **38. This statement emphasizes the shift from (1.2)**  a. religious traditions to secular values  b. divine right rule to people’s participation in government  c. rural lifestyles to urban lifestyles  d. private property ownership to government ownership  **39. The French people supported Napoleon Bonaparte because they hoped he would (6.2)**  a. adopt the ideas of the Protestant Reformation  b. restore Louis XVI to power  c. provide stability for the nation  d. end British control of France  **40. Which factors helped cause the defeat of Napoleon during his invasion of Russia? (6.2)**  a. the severe winters and large size of Russia  b. the many rivers and mountains of Russia  c. the coalition between the Russian czar and the democratic leaders  d. the well-trained and well-supplied Russian army |

**Part B: Documents (Answer following questions on loose leaf paper)**

**The Declaration of the Rights of Man and the Citizen**

**Article** 1 – Men are born and remain free and equal in rights. Social distinctions may be based only on considerations of the common good. . . .

**Article 4** – Liberty consists in being able to do anything that does not harm others: thus, the exercise of the natural rights of every man has no bounds other than those that ensure to the other members of society the enjoyment of these same rights. These bounds may be determined only by Law. . . .

**Article 6** – The Law is the expression of the general will. All citizens have the right to take part, personally or through their representatives, in its making. It must be the same for all, whether it protects or punishes. All citizens, being equal in its eyes, shall be equally eligible to all high offices, public positions and employments, according to their ability, and without other distinction than that of their virtues and talents. . . .

**Article 11** – The free communication of ideas and of opinions is one of the most precious rights of man. Any citizen may therefore speak, write and publish freely, except what is tantamount [equivalent] to the abuse of this liberty in the cases determined by Law. . . .

**1. Based on this excerpt, state *two* ways the National Assembly attempted to redefine the relationship between the individual and the government.**

“By 1799, however, Frenchmen had had the experience of enjoying, at least in theory, freedom of speech and freedom of the press. Education had been reorganized along the lines which it still follows in most modern states—free, compulsory, universal, and secular. The Revolution had given rise to an extensive, if not always great, periodical press. Lack of opportunities had yielded to the “careers open to talents” already mentioned, and such talents were encouraged and brought to fruition through public prizes, state patronage, and similar devices. Moreover, while there had been few museums and libraries prior to 1789, the revolutionaries established many more, planned still additional ones, and endeavored to integrate them with the educational system.”

-John Hall Stewart, *A Documentary Survey of the French Revolution*

**2. According to John Hall Stewart, what is *one* change brought about by the French Revolution by** **1799?**

“The lasting quality of Napoleon’s reforms outside France was in direct ratio to the length of time French control had been in effect and to the weakness of the local governments. In the areas annexed before 1804, the Revolutionary changes were put into effect as a whole. Italy was more profoundly transformed than any other part of Europe. The stronger the local governments were, the more able they were to overthrow Napoleonic institutions after his military defeat. But only rarely did the reaction upset the civil principles which to Napoleon were so important. Even in Naples King Ferdinand did not abolish the Civil Code or re-establish feudal rights when he returned. All the reactionary forces of Europe combined were not strong enough to restore things as they had been before the outbreak of the French Revolution. They could not, in particular, undo the many-faceted social change that had been set in motion.”

-Robert B. Holtman, *The Napoleonic Revolution*

**3. According to Robert B. Holtman, what is *one* impact the French Revolution and Napoleon’s reforms had on a nation or region outside France?**