

“Leviathan”

Centralized States in the Early Modern Era

*The modern nation-state system emerged in Europe
and elsewhere after 1500. Why?*



Debating the DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

“Leviathan”

Centralized States in the Early Modern Era

The 2017 World History Course and Exam Description of the College Board Advanced Placement Program* lists five themes that it urges teachers to use in organizing their teaching. Each World History *Debating the Documents* booklet focuses on one or two of these five themes.

The Five Themes

- 1. Interaction between humans and the environment.** (demography and disease; migration; patterns of settlement; technology)
- 2. Development and interaction of cultures.** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
- 3. State-building, expansion, and conflict.** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)
- 4. Creation, expansion, and interaction of economic systems.** (agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism)
- 5. Development and transformation of social structures.** (gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

This Booklet’s Main Theme:

3 State-building, expansion, and conflict.

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CULVER CITY, CALIFORNIA



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Printed in the United States of America

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ISBN: 978-1-57596-268-9
Product Code: HS736 v2.0

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Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it’s because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

NOTE: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgeable students, you may want to make more written sources available to them on this topic. Do a basic Internet search for sources that provide additional perspectives and then add to the sources provided here.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

Using these sources and your background knowledge of world history 1450–1750, describe the growing power of the state in these years and explain some of the reasons for this growth.

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. **Read the one-page introductory essay.**

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. **Study the primary source documents for this lesson.**

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. **Use the worksheets to analyze each group of primary source documents.**

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. **As a class, debate the documents.**

Use your worksheet notes to help you take part in this debate.

5. **Do the final DBQ.**

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

“Leviathan”

In his book *Leviathan* (1651), English philosopher Thomas Hobbes pictured men living in a “state of nature”—that is, a time before any organized society at all. Without “a common power to keep them all in awe,” he said, people would exist in a chaotic, lawless, and warlike condition. He further described this violent state of nature:

“In such condition there is no place for industry, because the fruit thereof is uncertain: and consequently no culture of the earth; no navigation, nor use of the commodities that may be imported by sea; . . . no knowledge of the face of the earth; no account of time; no arts; no letters; no society; and which is worst of all, continual fear, and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short.”

For Hobbes, humans in a natural state were not guided by reason or morality, but by sheer self-interest. To have any security and prosperity at all, they would have to agree to form a single all-powerful government, a commonwealth that Hobbes described as “that great LEVIATHAN, or rather, to speak more reverently, that mortal god to which we owe, under the immortal God, our peace and defense.” Hobbes said this government could be one man or one “assembly of men,” but in any case it was to be sovereign over all citizens and “reduce all their wills, by plurality of voices, unto one will.”

Hobbes wrote at a time of chaos and civil war in England, and his ideas may in part reflect his own personal desires for order and stability. However, they also illustrate a central theme of world history in the sixteenth and seventeenth centuries: the growing power of the centralized state.

In many European nations in these centuries, monarchs were increasing the power of their kingdoms rapidly. This was true of Spain, Russia, Brandenburg-Prussia, Sweden, the Austrian Empire and especially France under Louis XIV

(ruled 1643–1715). The concept of “absolute monarchy” appealed to rulers in these and other lands as they sought to expand the authority of the state against powerful nobles and Church officials. Outside of Europe, the same tendencies existed in three great empires: the Ottoman Empire, Safavid Persia, and the Mughal Empire in India. Japan’s feudal order was being centralized under the powerful Shogunate in the seventeenth century. As for China, it had often been under the strict control of a powerful emperor. However, the Ming dynasty (1369–1644) and the Qing Dynasty (1644–1911) brought tight imperial control over China to new heights.

Certain economic or technological forces in common contributed to this trend. For example, the Ottomans, Safavids, and Mughals are often referred to as “gunpowder empires.” This refers to a vast growth at this time of powerful military forces equipped with cannons, muskets, tens or hundreds of thousands of conscripts—forces that only a strong centralized state could support. The growth of systems of law and taxation, the use of printing technology to aid ever-more-complex bureaucracies, commercial, money-based economies that weakened the hold of land-based nobles in some places—all these also played a part.

Was this all-powerful centralizing state inevitable? In some ways, perhaps it was. However, as England, the Dutch Republic, and some other states proved, monarchies could also be hemmed in by constitutional limits on their powers. The idea of separation of powers, individual civil liberties, and elected representation also emerged out of the disorderly time that so terrified Thomas Hobbes. “Leviathan,” in other words, need not be a single man or ruling group. In time, perhaps, it could be tamed or controlled by empowered citizens, even as it continued to grow—yet continue to grow it did throughout this era and beyond.

“Leviathan” Time Line

1519–1556

The reign of Holy Roman Emperor Charles V, who combines rule over Spain and its colonies in America with his Hapsburg family domains in Austria, and parts of Germany, the Netherlands, and southern Italy. His empire is held together by dynastic ties, and is never able to unite into a centralized territorial state.

1520–1566

During the reign of Sultan Suleyman the Magnificent, the Ottoman Empire expands rapidly, at one point threatening Vienna. The Ottoman Empire began with Osman I, whose rule began in 1299, and lasts until 1922. It will begin a long decline shortly after another failed siege of Vienna in 1683.

1556–1605

Akbar raises the Mughal Empire in India to the height of its power. He expands his realm, but also supports the arts, architecture, literature, and a certain degree of religious tolerance. The Mughal Empire lasts from 1523 to 1763.

1588–1629

The reign of Shah Abbas the Great of the Safavid Empire of Persia. He builds a powerful army, introduces muskets and artillery, centralizes administration, and expands his empire against the Uzbeks to the northeast and then the Ottomans to the west. The Safavid Empire lasts from 1501 to 1722.

1600–1616

Tokugawa Ieyasu founds the Tokugawa Shogunate which unifies Japan and rules it until 1868.

1618–1648

The Thirty Years War causes chaos and destruction throughout central Europe. However, the Peace of Westphalia that ends it strengthens the secular territorial state and its sovereign authority, including its authority over religion within its borders.

1642–1660

The English Civil War divides England into two groups: supporters of the Stuart king versus supporters of Parliament, who also include dissenters from the established Church of England. The first phase of the Civil War reaches a crisis when King Charles I is beheaded in 1649. Parliament is victorious by 1651. From 1653–1658, the country is under the personal rule of Oliver Cromwell. In 1660, the civil war ends with the restoration of Charles II, son of Charles I.

1643–1715

Reign of Louis XIV of France. Louis XIV is the great example of a European king claiming the right to rule as an absolute monarch. He expands the power of the central state, while also controlling his powerful nobles at his magnificent palace at Versailles. His example inspires other aspiring absolute monarchs in Austria, Brandenburg-Prussia, Russia, Denmark, etc.

1651

Thomas Hobbes publishes *Leviathan*.

1682–1725

Russian Tsar Peter the Great seeks to modernize and strengthen the Russian state.

1688

In England, anger over the restored Stuart monarchy leads to its overthrow in the “Glorious Revolution.” King James II flees and William of Orange is crowned when he agrees to rule as a limited monarch, sharing power with Parliament.

1689

In the wake of the Glorious Revolution, John Locke counters Hobbes with his more optimistic *Two Treatises of Government*. In it, he argues that government is based on popular consent and a contract freely entered into by individuals to protect their rights to life, liberty, and property.

Primary Source Documents 1 & 2

Document 1



Library of Congress Prints and Photographs Division,
LC-USZ62-71551

Document 2



Library of Congress Prints and Photographs Division, LC-USZ62-46047

Information on Documents 1 & 2

Document 1. This print is a copy of a painting by Jean-Leon Gerome, a French artist of the nineteenth century. The print shows French King Louis XIV dining with Molière, one of France's greatest playwrights. Obviously, the painting is an imaginary depiction of this scene by an artist from a later time. However, it does convey what is known of the enormous pomp and ceremony with which Louis XIV conducted his daily routines. In part, this was a way to keep his nobles occupied at Versailles and less able to oppose him or diminish his power.

Document 2. The growing naval power of the state in Portugal, Spain, France, England, and the Netherlands was crucial to the success these nations had in conquering overseas lands and building empires. This eighteenth-century illustration shows the city of Quebec, with two large ships in the foreground. Quebec was founded in 1608 by French explorer Samuel de Champlain. In 1663, the fur trading post was made the capital of a royal province of France. After that, it began to grow into a major colonial settlement.

Primary Source Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

Information on Documents 3 & 4

Document 3. Strengthening the state was a substantial growth in the military forces that only such states could afford — thousands of foot soldiers, guns and cannons, huge fortifications to withstand those cannons, navies, etc. The Ottoman siege of Vienna in 1683 was a good example of the huge scale of warfare in this age. Forces commanded by Charles V, Duke of Lorraine, and John III Sobieski, King of Poland, are shown here driving back the Turkish armies besieging Vienna in this detail of a painting by Flemish artist Frans Geffels.

Document 4. In addition to the Ottoman Empire, two other powerful Muslim central states of this time were those of Saffavid Persia and the Mughal Empire in India. All three are referred to as “gunpowder empires” because of their reliance on powerful armies using modern firearms. In this 1618 illustration, Shah Abbas, the emperor of Persia, embraces the Mughal emperor Jahangir. Shah Abbas stands atop a sheep and Jahangir atop a lion. Both also rest on the globe. Jahangir is the one who commissioned this artwork.

Study the Documents: Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 1 _____

Write a caption that helps explain why Louis XIV might have wanted all the nobles standing by in this scene during his meal with Molière.

2 Drawing Conclusions _____

Louis XIV rarely did anything without some political purpose in mind. Why do you think he would have wanted to entertain a writer like Molière in such a dramatic way?

3 What Else Can You Infer? _____

What is implied or suggested by the images? In particular, what do both of these illustrations suggest about the causes for the growing power of the nation-state in Europe and elsewhere in the sixteenth and seventeenth centuries?

Study the Documents: Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 3

How does this painting suggest the great power of the Ottoman Empire in 1683?

2 Main Idea—Doc. 4

What about this illustration suggests that the two figures are in fact rulers of very powerful empires?

3 Visual Features—Doc. 3

What details in Document 3 especially suggest that this siege could only be conducted by a strong state with enormous financial and technical resources?

4 Visual Features—Doc. 4

What details in Document 4 suggest how powerful each ruler is, while hinting at Jahangir's greater power and importance?

Comparing the Documents

★ *The Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the growth of centralized states during the sixteenth and seventeenth centuries?

Document 1



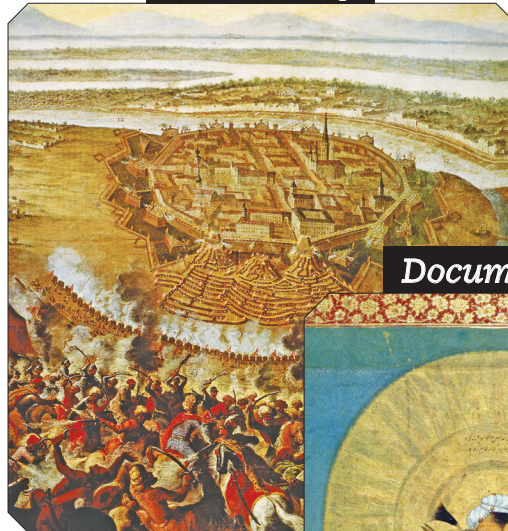
Document 2



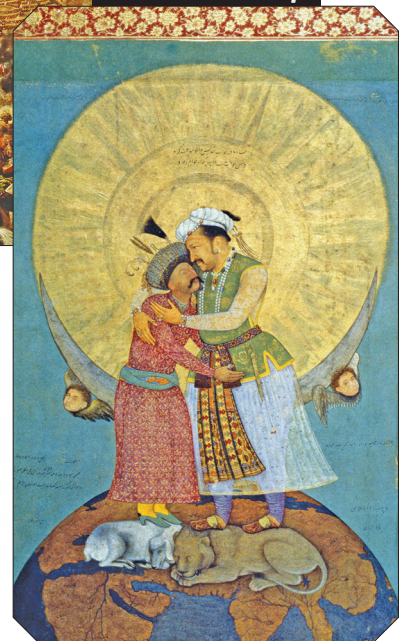
Documents 1 & 2

☐

Document 3



Document 4



Documents 3 & 4

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Primary Source Document 5



The Granger Collection, New York

Information on Document 5

This is the engraved frontispiece to the first edition of Thomas Hobbes' book *Leviathan* (1651). Hobbes wrote during the English Civil War, when Protestant dissenters and Parliament opposed King Charles I and executed him in 1649. Years of upheaval and military rule followed. Hobbes viewed

the disorder with horror and argued instead for an all-powerful state that would combine executive, legislative, and judicial powers, preferably in the hands of a single ruler. This book cover conveys some sense of Hobbes' view that the growth of state power was a good thing for society.

Primary Source Document 6



The Granger Collection, New York

Information on Document 6

Many kings and emperors in Europe, in Muslim lands, in China, and elsewhere in the sixteenth and seventeenth centuries sought greater power—even absolute power. However, in many nations, royal power was in fact still somewhat hemmed in, with some power in the hands of nobles or assemblies of various groups (called “estates”). In England, the long struggle between king

and Parliament ended in the “Glorious Revolution” of 1688, with Parliament having the upper hand. This oil painting by Peter Tillemans from around 1710 shows Parliament’s House of Commons in session, with Sir Richard Onslow in the chair, in the former St. Stephen’s Chapel in the Old Palace of Westminster, London.

Study the Document: Source 5

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

In the Old Testament, the term “Leviathan” refers to a sea monster. Describe how the central figure in this book cover explains what Hobbes means by the term.

2 Visual Features _____

Hobbes viewed his all-powerful state in a positive way. What features in the image suggest this positive view of the state? What features suggest the key factors that make for a powerful state?

3 What Else Can You Infer? _____

In the illustration, the ruler is actually made up of many tiny individuals who are all looking up to that ruler. Who are these people supposed to be? What does this suggest about the way Hobbes viewed the relationship of a ruler to his people?

Study the Document: Source 6

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Background

Briefly describe what you know about England's "Glorious Revolution" of 1688 and how it might explain why an artist would paint this sort of picture of the British Parliament.

2 Visual Features

What sorts of people appear to be members of Parliament? What does this suggest about the kind of representative body it was? Why do you think the artist included people in the galleries?

3 Compare & Contrast

Compare the idea you get about the nation state from this painting with the one you get from the cover of *Leviathan* (Primary Source Document 5). What is most different about their points of view? What similarities of viewpoint do you see?

Comparing the Documents

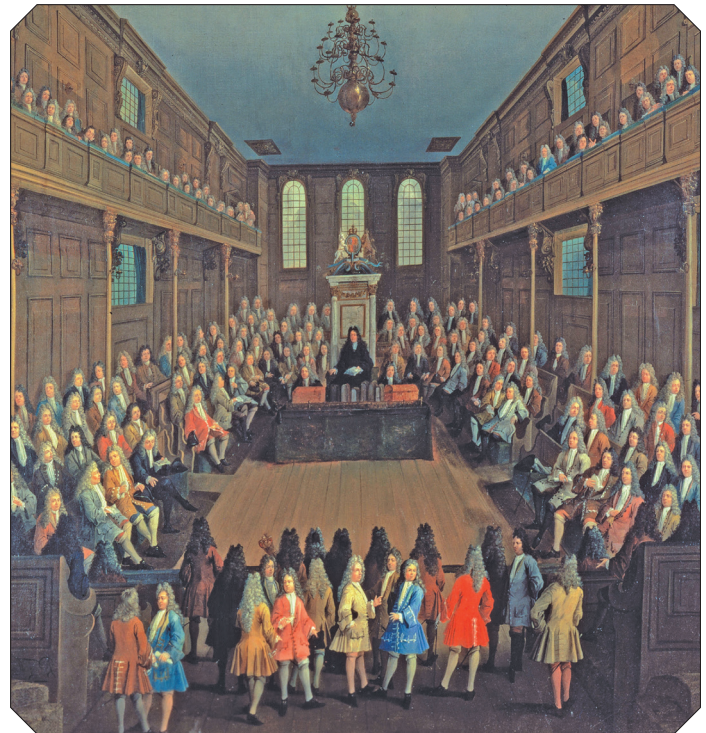
★ *The Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the growth of centralized states during the sixteenth and seventeenth centuries?



Document 5 ☐



Document 6 ☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on growing power of the centralized state in the early modern era. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question. Below are two DBQs. The first is somewhat less demanding than the second. Use whichever DBQ your teacher assigns.

Document-Based Question

1

Using these sources and your background knowledge of world history, 1450–1750, describe the growing power of the state in these years and explain some of the reasons for this growth.

OR

2

**“The growing power of the state between 1450 and 1750 did not necessarily mean less freedom and fewer rights for the individual. It may even have meant more of these good things.”
Explain why you do or do not agree with this statement.**

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Worksheet Answers and Guidelines

Some worksheet questions call for specific answers to factual questions. In these cases, correct answers are provided here. Most worksheet questions are open-ended and call on students to offer their own interpretations and personal reactions. In those cases, we offer suggestions based on the purpose of the question and the sort of interpretive activity it calls for.

Worksheet 1

Sources 1 & 2

1. The captions should focus on Louis XIV's desire to flatter and preoccupy the nobles as a way to control them and keep them from being politically active.
2. Answers may vary, but should again stress Louis XIV's political aims.
3. Answers should stress the increased military power (especially at sea) of these states, their ability to control distant areas, etc.

Worksheet 2

Sources 3 & 4

1. It shows a huge army able to besiege a large city.
2. They are both regally dressed, standing on a globe that accurately shows the location of their two empires, etc.
3. Such features as cannons firing, the very large bastions and walls around Vienna, the size of the army, the panoramic perspective of the illustration, etc.
4. Both men embrace as friends on a huge globe, however Jahangir is larger and more dominant, is standing on a lion and not a lamb, etc.

Worksheet 3

Source 5

1. A powerful central state in which a single ruler or ruling group is given total or very broad authority to rule.
2. The peacefulness and orderliness of the realm this ruler is watching over; the smaller images on the bottom point to sources of the state's power, such as arms, castles, religious authority, etc.
3. It could suggest his view that individuals all choose this sovereign state to rule over them by entering a social contract to create it.

Worksheet 4

Source 6

1. Answers may vary, but should focus on the outcome that limited the power of the monarch and made Parliament supreme in many ways.
2. Members appear to be well-off men, members of the elite. The people in the galleries call attention to the openness of parliamentary government, its popular nature, etc.
3. Answers may vary. While some may stress the stark difference between a single all-powerful ruler and a representative assembly, others may see a similar notion of society as held together by a powerful state based on the choice of the citizens.

Visual Primary Sources

First Group—Documents 1 & 2

Document 1



Library of Congress, Prints and Photographs Division, LC-USZ62-71551

Document 2



Library of Congress, Prints and Photographs Division, LC-USZ62-46047

First Group—Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

Second Group—Document 5



The Granger Collection, New York

Second Group—Document 6



The Granger Collection, New York