

SECTION 2 Step-by-Step Instruction

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.


Prepare to Read

Build Background Knowledge L3

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 L3

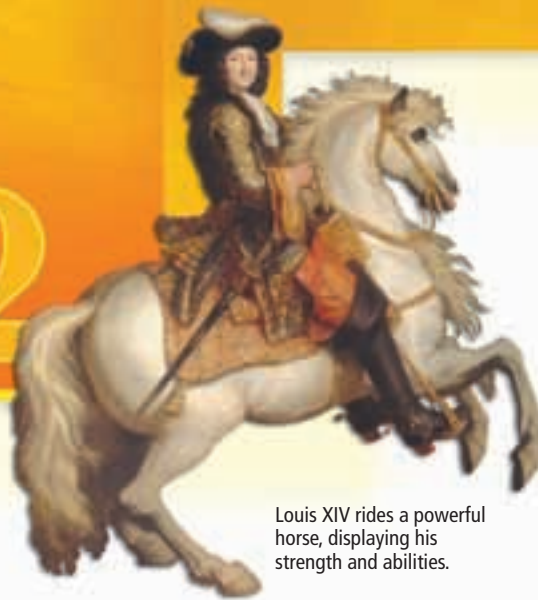
- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD, Life at Versailles**

Ask **Why did Louis XIV structure life at Versailles around rituals and extravagant events?** (*Doing so enabled him to keep the nobles under his control at court and thereby dependent on him.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- **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.

 **Reading and Note Taking Study Guide, p. 150**



Louis XIV rides a powerful horse, displaying his strength and abilities.

A delicate, beaded shoe from Louis's era



WITNESS HISTORY AUDIO

Life at Versailles

At Versailles, the palace court of Louis XIV, life revolved around the king. Nobles waited days or weeks for the honor of attending the king while he dressed or bathed. Every evening 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 Question How did France become the leading power of Europe under the absolute rule of Louis XIV?

France Under Louis XIV

Objectives

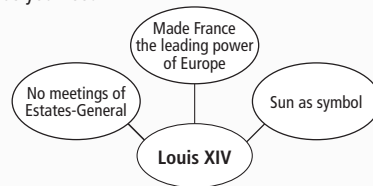
- Understand how Henry IV rebuilt France after the wars of religion.
- Explain how Louis XIV became an absolute monarch.
- Describe how Versailles was a symbol of royal power.
- Identify Louis XIV's successes and failures.

Terms, People, and Places

Huguenots	Louis XIV
Henry IV	intendant
Edict of Nantes	Jean-Baptiste Colbert
Cardinal Richelieu	Versailles
	<i>levée</i>
	balance of power

Note Taking

Reading Skill: Identify Supporting Details As you read about the rule of Louis XIV and how he strengthened the monarchy, use a concept web like the one below to record details that support the main ideas in this section. Add as many circles as you need.



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 1500s, rivalry with Charles V of Spain and then religious conflict plunged the kingdom into turmoil.

Henry IV Restores Order

In the late 1500s 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 **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 1589, 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. "Paris is 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.

Vocabulary Builder

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

 **Teaching Resources, Unit 3, p. 68; Teaching Resources, Skills Handbook, p. 3**

High-Use Word
erode, p. 514

Definition and Sample Sentence

v. to wear away or disintegrate

Many years of disappointment had eroded Robin's trust in people and the promises they made.

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 reasserted 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 independence, 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 (ma za RAN). 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 each 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 23-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*” (lay TAH seh MWAH), 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.

BIOGRAPHY



Cardinal Richelieu

Armand 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 was growing up. At first, he received training to become a disciplined and authoritative military officer. Then, at his family’s request, he switched direction. 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?**

Teach

Henry IV Restores Order

L3

Instruct

■ **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 castles, rich homes*)

What kinds of people are involved? (*wealthy nobles*). Point out Notre Dame Cathedral and then ask **Why is it in the center of the scene?** (*as the center of Catholic faith*) Tell students that so many people were slaughtered in the ensuing months that bodies filled the rivers and people stopped eating fish.

Color Transparencies, 95

■ **Teach** Inform students that the St. Bartholomew’s Day Massacre occurred on the future King Henry IV’s wedding day. Ask **How did Henry IV reunite France?** (*by becoming Catholic, granting rights to Huguenots, and strengthening royal power*) **Which groups did Cardinals Richelieu and Mazarin weaken to increase royal power?** (*Huguenots and nobles*)

■ **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

BIOGRAPHY his seriousness and the power of his religious office

Differentiated

Instruction Solutions for All Learners

L1 Special Needs L2 Less Proficient Readers

Encourage students to learn from the visuals in this section. Ask them how images of Louis XIV, Cardinal Richelieu, and Versailles suggest absolute power. Then have students study the Infographic on page 513. Have students describe a day in the life of Louis XIV, one of his courtiers, and one of his servants.

Use the following resources to help students acquire basic skills:

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 150
- Adapted Section Summary, p. 151

An Absolute Monarch Rises

L3

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 royals*) **How did it affect Louis' 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?** (*cleared 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 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 webs, 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 behr), 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 SY). 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 own importance. 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 luring nobles to Versailles, Louis 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.

The Sun King developed his philosophy of absolutism with the help of a brilliant bishop named Jacques Bénigne Bossuet (1627–1704). In his writings, Bossuet argued that the Bible shows that a monarch rules by the will of God. Therefore, opposition to the monarch is a sin. Bossuet also believed that, although the monarch should rule absolutely, it was God's will that he or she act only in the best interest of the nation. **According to Bossuet, what is the role of a king?**

Primary Source

“The royal power is absolute. . . . The prince need render account of his acts to no one. . . . Without this absolute authority [he] could neither do good nor repress evil. It is necessary that his power be such that no one can hope to escape him. . . . The prince . . . is not regarded as a private person: he is a public personage, all the state is in him; the will of all the people is included in his. As all perfection and all strength are united in God, so all the power of individuals is united in the person of the prince.”

—Bishop Jacques Bénigne Bossuet, “Politics Drawn from the Very Words of Scripture,” 1679

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

13

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.
 **Color Transparencies, 96**

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.
- All in One** Teaching Resources, Unit 3, p. 71
- All in One** Teaching Resources, Unit 3, p. 70

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 indulgent.
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.

INFOGRAPHIC

Separate Classes

LIFE IN FRANCE IN THE 1600S

It is no surprise that the life of Louis XIV is central to French history. Historians and social observers wrote volumes about this larger-than-life king, and buildings like Versailles survive as testaments to his legacy. Yet the vast majority of French people were not nobles, and never set foot in Versailles. They performed various jobs, from artisan, to soldier, to merchant. Rather than fancy balls, they enjoyed street plays and cockfights. Many were peasants, living hard and simple lives in the countryside. All of these people paid heavy taxes that supported the nobles' lavish lifestyles.

▲ A noblewoman is dressed in the romantic style of the time. French monarchs used Versailles' Hall of Mirrors, in the background above, for political and social ceremonies. In the foreground is a richly embroidered bag that a noble may have owned.

Women in the lower classes, like the woman below, might have been field workers, street vendors, or maids for noble families. In the background, French villagers tend livestock and wash clothes. ▼

Thinking Critically

1. **Draw Inferences** Read the quotation. Judging from the quotation, what is the speaker's view of the differences between nobles and commoners?
2. **Draw Conclusions** Why are the lives of nobles and royalty better documented than those of commoners?

"In France, nine-tenths of the people die of hunger, one-tenth of indigestion."

—Italian ambassador to Louis's court

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 five foot 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*.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 3, p. 64


- To further assess student understanding, use

 Progress Monitoring Transparencies, 68

Reteach

L1 L2

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

 Reading and Note Taking Study Guide, p. 151

L3

 Adapted Reading and Note Taking Study Guide, p. 151

L1 L2

 Spanish Reading and Note Taking Study Guide, p. 151

L2

Extend

L4

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.

Vocabulary Builder

erode—(ee ROHD) *v.* wear away or disintegrate

Patronizing the Arts 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 drama, 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—far 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 1700, 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 trekt). 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 Louis’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’s actions weaken France’s economy?

2 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-1621

Terms, People, and Places

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?

Comprehension and Critical Thinking

3. **Draw Inferences** How did Henry IV’s conversion to Catholicism help France unite?
4. **Identify Central Issues** What was the purpose of Louis XIV’s extravagant palace and daily rituals?
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.

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.

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 naa-1621**.

Political Systems

Objectives

- Describe the main kinds of political systems.
- Understand how different political systems distribute power.

Build Background Knowledge L3

Ask students to recall all the forms of government they can think of. Write their responses on the board. Then group their responses into rule by one, rule by the few, and rule by the many.

Instruct L3

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

Concept Connector Have students fill in the Concept Connector worksheet on political systems, which includes additional examples and critical thinking questions.

 **Reading and Note Taking Study Guide**, p. 366

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.

How have societies chosen to govern themselves?

A society is a complex network of relationships among individuals and groups whose goals may clash. To avoid chaos, societies create governments to make decisions in the common interest. They also create governments to defend themselves from attack. Throughout history those governments, or political systems, have taken many forms, depending on historical circumstances. The ancient Greeks designated three types of government: rule by one (monarchy, autocracy); rule by the few (aristocracy, oligarchy); and rule by the many (democracy). Consider the following historical examples:

▶ An Egyptian pharaoh



▲ A present-day artist recreates a meeting of the Roman Senate.

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 in 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. At will, he purged party members and military leaders who crossed him. Through the party, he maintained tight control over the government, economy, and most other aspects of Chinese society.

Rule by the Few

1. Ancient Sparta, a military society, had two kings, a council of elders, and a group 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 known 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. This democracy, however, was unstable. France went through periods of empire, republic, and monarchy until the constitution of 1958 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 separation, 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 as the nation's head of state and chief executive.

▼ A black South African votes in his country's first open election since the end of apartheid.



Thinking Critically

1. **Connect** (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?
2. Conduct Internet or library research to find out more about these and other examples of political systems. Write a paragraph expressing your thoughts about one political system.

History Background

Democratization The late twentieth century saw many countries change from autocratic rule to democracy, a process scholars call *democratization*. One scholar, Samuel P. Huntington, sees three waves of democratization in history: in the early 1800s, just after World War II, and in the late 1900s. In some countries, democratization was followed by reversion to autocracy. Some scholars believe that trust, cooper-

ation, and tolerance of differences are essential for democracy to survive. Sometimes, deep conflicts can lead to violence and a reassertion of control by one or a few. But in South Africa, Nelson Mandela, who became the president of the new democracy after being jailed for 27 years, kept the head of the old, racist regime as his vice president. This spirit of cooperation helped lead to a peaceful transition.