Unit C -- Absolutism and Constitutionalism

Content Area: **Social Studies**
Course(s): **Advanced Placement Modern European History**
Time Period: **October**
Length: **Approximately 3 Weeks**
Status: **Published**

Unit Overview

This unit covers Absolutism in France and Spain, and the conflict of absolutism and constitutionalism in Great Britain between 1589-1715. In addition, the unit will cover the creation of absolutism in Eastern Europe with the rise of the czars. The unit will cover the following:

* Concepts of absolutism and constitutionalism

* The foundation of absolutism in France

* Henry IV, Louis XIII, Cardinal Richelieu, Louis XIV

* The decline of absolutist Spain

* English Civil War

* Oliver Cromwell and the Protectorate

* The Glorious Revolution

* Conflicts with the peasants in Eastern Europe

* Mongol rule in Russia

* Ivan I, Ivan III, Ivan IV, Catherine the Great, Peter the Great

Enduring Understandings

• Historians analyze and recognize multiple points of view to explain the ideas and actions of individuals and groups.

Essential Questions

• How can differing points of view affect relations between and within societies?

• How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?

• How can recognizing multiple points of view help promote tolerance and understanding of diversity?

• Why should we analyze and recognize multiple points of view?

Standards/Indicators/Student Learning Objectives (SLOs)

SWBAT compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

SWBAT Write arguments focused on discipline-specific content.

SWBAT Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SWBAT relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

SWBAT develop an argument as to whether an absolute or constitutional monarch was in the best interest of the people in a nation state

SWBAT explain how political ideas of the time period impacted government (i.e., divine right theory of rulers, natural rights of people, and social contract of government).

SOC.6.2.12.A.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
SOC.6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
SOC.6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
SOC.6.2.12.CS2	Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Lesson Titles

- Absolutism in France and England
- Absolutism in Russia
- Absolutism/Constitutionalism Compare and Contrast
- Concepts Group Activity on Absolutism in Europe
- Constitutionalism in England
- Name Game on Monarchs
- Serfdom in Eastern Europe

21st Century Skills and Career Ready Practices

Critical thinking and Problem Solving

Information Literacy

Media Literacy

Technology

Initiative and Self-direction

Work Independently

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

This unit will cross-content with the following:

- Art -- Reviewing Baroque Art
- English -- Reviewing writings from James I, Hobbes, and Locke
- Science -- Reviewing the impact of advances in technology for trade
- Sociology -- Reviewing sociological impact on absolutism and constitutionalism

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SOC.9-12.1.3.3	Observations
SOC.9-12.1.3.4	Content analysis
SOC.9-12.1.3.5	Research ethics
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.3	Culture shock
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.1.2	Deviance and conformity
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.

VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
9-12.HS-PS1-1.1.1	students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system.
9-12.HS-PS1-2.6.1	Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

Instructional Strategies,Learning Activities, and Levels of Blooms/DOK

- Lecture/Discussion on Absolutism vs Constitutionalism (Compare and Contrast/DOK 2)
- Analyzing Primary Sources on Absolute Monarchs (Analysis/DOK 4)
- AP Test Preparation by translating multiple choice (Application/DOK 2)
- Delsea One
- Group Activity on reasoning where Absolutism worked (Formulate/DOK 3)
- Independent Work on Absolutism in Russia (Synthesis/DOK 4)
- SWAG
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay on Absolutism (Synthesis/DOK 4)

Modifications

Formative Assessment

- Anticipatory Set: Explain review game rules
- Anticipatory Set: Prepare and motivate students for their test/quiz
- Anticipatory Set: What is Absolutism?
- Anticipatory Set: What is Constitutionalism?
- Anticipatory Set: What is the politics of Europe today?
- Closure: Discuss Key Terms
- Closure: Exit Card on lectures
- Closure: Review Absolutism quiz
- Closure: Whip Around from the Absolutism lecture notes
- Closure: Whip Around from the Constitutionalism lecture notes
- Warm Up: AP DBQ writing tips

- Warm Up: AP Essay writing tips
- Warm Up: Discuss current political issues in Europe today
- Warm Up: Review Absolutism homework
- Warm Up: Review Absolutism Lecture
- Warm Up: Review Constitutionalism Lecture
- Warm Up: Review key terms from the unit
- Warm Up: Review Test/Quiz results

Summative Assessment

- Alternate Assessment: Student created AP Questions on Absolutism
- Benchmark: AP Testing strategies
- Benchmark: Differences in Politics
- Marking Period Assessment: Absolutism Essay
- Marking Period Assessment: Independent Assignment
- Marking Period Assessment: Quiz on Absolutism
- Marking Period Assessment: Test on Absolutism/Constitutionalism

Benchmark (Assessments):

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Primary Source Book -- Western Civilization (Houghton Mifflin 4th Edition)

Textbook -- A History of Western Society (McKay)