03 Absolute Monarchies

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 1**
Length: **1 week**
Status: **Published**

Standards

6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
6.2.12.CivicsPR.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).
	Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
	Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

Enduring Understandings

1. Culture, religion and history can determine the ideological leanings of a region.

2. The basic theories on human nature can explain why regions develop the way they do.

3. Power can easily lead to transformations in peoples' ways of life, corruption, new and different expectations and opportunities.

4. Intellectual, scientific and technological advances can lead to revolution.

5. Economic disparities determine whether or not to participate in revolution.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. Why did the Western European countries of England and France implement a Constitutional Monarchy and an Absolute Monarchy respectively during the 17th century, and how do those governments reflect the views of political theorists John Locke and Thomas Hobbes?
2. How did the consolidation of power in 17th Century France differ from that in 17th Century England and what circumstances contributed to those differences?
3. How did the centralization of power in England and France influence the development of their respective colonial holdings?
4. What role did religion play in the process of consolidating power, both in France and in England? How was this a reflection of the events of the Reformation?

Knowledge and Skills

Students will be able to decide how Absolute Monarchies established power in Europe.

Students will evaluate the role of an absolute monarchy in France.

Students will examine the conflict between absolutism and constitutionalism in England.

Students will examine the balance between Conservative and Liberal governance.

French Absolutism

1. Absolutism
2. Divine Right
3. Edict of Nantes
4. Cardinal Richelieu
5. Skepticism
6. Louis XIV
7. Intendants
8. Peace of Westphalia
9. Thirty Years' War

English Constitutionalism

1. Charles I
2. Petition of Right
3. English Civil War
4. Oliver Cromwell
5. Restoration
6. Habeas Corpus
7. William & Mary

8. Glorious Revolution
9. Constitutional Monarchy
10. English Bill of Rights

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Transfer Goals

Students will be able to independently apply to what extent the use and implementation of power and control leads to successful societies and innovations.

Students will be able to see how individual choices on a large scale can influence life on a daily basis.

Resources

News publications, including but not limited to NYTimes, Washington Post.DOCUMENTS:

- Jacques-Benigne Bossuet "An Argument for the Divine Right of Kings"
- 'The English Bill of Rights'
- John Locke "Second Treatise on Government"
- Thomas Hobbes "Leviathan"

TEXTBOOK

- World History: Patterns of Civilization

SUPPLEMENTAL TEXT

- Perry M. Rogers- 'Aspects of Western Civilization'
- John P. McKay 'Sources for Western Society, Since 1300'
- Katharine J. Lualdi 'Sources of The Making of the West, Volume II: Since 1500: Peoples and Cultures'

Additional Resources from WH databases, and articles connected to the content, including primary readings,

historiography, and secondary sources. DIGITAL & ONLINE:

- John Locke biography https://www.biography.com/video/john-locke-mini-biography-491970627813
- Albert.io "Age of Absolutism": https://www.albert.io/blog/age-of-absolutism-ap-european-history-crash-course/
- Fordham University Sourcebook: Absolutism: https://sourcebooks.fordham.edu/mod/modsbook05.asp
- Louis XIV - Biography.com
- Kahn Academy- John Locke https://www.khanacademy.org/partner-content/wi-phi/wiphi-history/wiphi-early-modern/v/locke-personal-identity-part-1

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Global Mosaic Textbook

Stanford History Education Group

Upfront Magazine

I Think History

PSB Videos/articles

Facing History

BBC

New Visions for Social Studies

Smithsonian

History.com articles

National Geographic video clips

Aspects of Western Civilization: (primary source) : Royers

CSPAN Educational Resources

NPR

60 Minutes

American Experience

Textbook Primary Source Readings

Brown University Choices

Not in Our Town

CBS

National Geographic

Frontline PBS

New York Times

Washington Post

AI (i.e. Gemini, Magicschool)

Diffit

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit