Unit 04: 17th Century Statemaking

Content Area: **Social Studies**
Course(s): **AP European History**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

6.2.1	The Emergence of the First Global Age: Global Interactions and Colonialism
6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
	Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
6.2.12.EconGE.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
b6.2.12.EconGE.1.a	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
b6.2.12.EconGE.1.b	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.EconGE.1.c	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
	Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.
6.2.12.HistoryCC.1.a	Determine the extent to which various technologies (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.HistoryCC.1.d	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
	Complex interacting factors influence people's perspective.
6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
	Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
	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.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
	Governments around the world support universal human rights to varying degrees.
	Geography, People, and the Environment: Global Interconnections
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.

Enduring Understandings

- Students will be able to understand the dichotomy of the 17th century in regard to the creation of Absolute Monarchies and Constitutional Monarchies.
- 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

- Why in the 17th Century did Europe see the emergence of the "Great Powers" and how did they influence the political, economic and social structures throughout the continent?
- How did Eastern European governments emulate the West and how did they differ from their Western counterparts?

Knowledge and Skills

Objective: Compare and contrast the theories of Locke and Hobbes in terms of the State of Nature, the Nature of Many, and the Role of Government?

- The image on the cover of Hobbes' Leviathan
- Absolute Monarchy
- Constitutional Monarchy
- Compare Locke and Hobbes
    - Examine their beliefs on human nature, government, human expression

Objective: How did the St. Bartholomew's Day Massacre and the Edict of Nantes set the stage for Louis XIV?

- The War of the 3 Henries
- The St. Bartholomew's Day Massacre
- Henry IV [Henry of Navarre]

Objective: How did Louis XIV create an Absolute Monarchy and how did it align with the theories of Thomas Hobbes?

- Louis XIV's Monarchy
- Cardinal Richilieu
- Mazarin
- The War of Spanish Succession
- The Building of Versailles
- The use of the nobles' power

Objective: How did the English Civil War and the Glorious Revolution reflect the ideas of John Locke and create a Constitutional Monarchy?

- Political and Religious causes of the English Civil War
- James I and Charles I
- Oliver Cromwell
- Puritan Morality
- Lord Protector
- The Restoration - Charles II
- James II
- The Glorious Revolution - William and Mary
- The English Bill of Rights - 1688

Objective: How did the monarchs of Eastern Europe imitate the policies of Louis XIV? How were they similar and how did they differ?

- Habsburgs of Austria
- Hohenzollerns of Prussia
- Peter the Great of Russia

- Comparison of Eastern and Western Absolutism

Transfer Goals

Students will be able to independently determine the role that that the creation of superpowers has in the development of external relations, including the influence of alliance systems.

Students will be able to independently evaluate how globalization has become an influence in the decisions made internationally.

Resources

This unit will be aligned with the following resources:

- Lynn Hunt's The Making of the West, Chapter 16
- John Wolf' "Ther Emergence of the Great Powers"
- Thomas Hobbes' "Leviathan"
- James I's "Two Texts"
- "The Declaration of Right" - 1689

The following primary and secondary readings will be divided up between the students for a panel discussion:

- Louis XIV "Lesson in Kingship"
- Jacques Bousset "By the Grace of God, King"
- Herbert H. Rowan "Dynastic Monarchy Anatomized"
- Joseph Schumpeter, "Louis XIV - A Modern Judgement"
- Fenelon, "The Duties of a King"

Other resources

- John Wolf's "The Emergence of the Great Powers"
- John Locke's "Second Treatise of Civil Government: Legislative Power"
- Thomas Hobbes' "Leviathan"

- Louis XIV's "Lessons in Kingship"
- Jacques Bousset "By the Grace of God, King"
- Herbert Rowan "Dynastic Monarchy Anatomized"
- Joseph Schumpeter, "Louis XIV - A Modern Judgement"
- Fenelon, "The Duties of a King"

- James I's "Two Texts"
- "The Declaration of Right" - 1689

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

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

Upfront Magazine

Pear Deck

Albert i.o.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

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

Videos:

Crash Course: 17th Century Crisis https://www.youtube.com/watch?v=cmKHYpC_jVs&vl=en

Assessments

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

Moridifications

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