

Unit 05: Absolutism & Constitutionalism in Western Europe

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

LA.K-12.NJSLSA.R	Reading Key Ideas and Details
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a 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. Craft and Structure
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	Range of Reading and Level of Text Complexity
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to
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think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.1.12.1	Colonization and Settlement (1585-1763)
SOC.6.1.12.2	Revolution and the New Nation (1754-1820s)
SOC.6.1.12.3	Expansion and Reform (1801-1861)
SOC.6.1.12.4	Civil War and Reconstruction (1850-1877)
SOC.6.1.12.5	The Development of the Industrial United States (1870-1900)
SOC.6.1.12.6	The Emergence of Modern America (1890-1930)
SOC.6.1.12.7	The Great Depression and World War II (1929-1945)
SOC.6.1.12.8	Postwar United States (1945 to early 1970s)
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.B.1	Geography, People, and the Environment
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
SOC.6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
SOC.6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
SOC.6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
SOC.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
SOC.6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
SOC.6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
SOC.6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.

SOC.6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
SOC.6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
SOC.6.1.12.B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
SOC.6.1.12.B.14.a	Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
SOC.6.1.12.B.14.b	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
SOC.6.1.12.B.14.c	Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
SOC.6.1.12.B.14.d	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.
SOC.6.1.12.B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.
SOC.6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)
SOC.6.2.12.3	Age of Revolutions (1750-1914)
SOC.6.2.12.4	A Half-Century of Crisis and Achievement (1900-1945)
SOC.6.2.12.5	The 20th Century Since 1945 (1945-Today)
SOC.6.2.12.6	Contemporary Issues
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.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.6.2.12.B.2.a	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.
SOC.6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
SOC.6.2.12.B.3.b	Relate the role of geography to the spread of independence movements in Latin America.
SOC.6.2.12.B.4.a	Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.
SOC.6.2.12.B.4.b	Determine how geography impacted military strategies and major turning points during World War II.
SOC.6.2.12.B.4.c	Explain how the disintegration of the Ottoman empire and the mandate system led to the creation of new nations in the Middle East.
SOC.6.2.12.B.4.d	Explain the intended and unintended consequences of new national boundaries established by the treaties that ended World War II.

SOC.6.2.12.B.5.a	Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
SOC.6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
SOC.6.2.12.B.5.c	Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
SOC.6.2.12.B.5.d	Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.
SOC.6.2.12.B.5.e	Assess the role of boundary disputes and limited natural resources as sources of conflict.
SOC.6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.12.B.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale
Unit Rationale The purpose of this unit...

Meaning

Essential Questions

Essential Questions

- Why did Absolutism emerge as the new, popular form of government?
- How do dynamic leaders influence their constituencies, for better or worse?
- Why was mercantilism seemingly the best economic system for nations at this time?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- There was an evolution in western Europe from Feudalism to Absolutism.
- Different Absolutist monarchs exercised power in different ways
- Louis XIV claim of "I am the State!" exemplified absolutism, and set the stage of the attitudes of future dictators
- Absolutism dabbled in religion in some cases, including Puritanical Absolutism in England

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- 38 Key Terms for student completion
- Absolutism succeeded in France, but failed in England
- Mercantilism sought to accumulate bullion, but was not interested in free trade, only exporting
- Literature & the arts did not suffer in an absolutist state (unlike totalitarianism)
- The defeat of the Armada was a crushing blow to Spain's morale, and a major component in Spain's decline.
- Reading: McKay, pp. 519-558

Skills

Skills

Student will be skilled at ...

- Students will be able to compare and contrast English and French Absolutism
- Students will be able to discuss factors that led to the transition from feudalism to absolutism in the 16th and 17th centuries

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Sources Used

Text

John P. McKay, Bennett D. Hill, John Buckler, *A History of Western Society*. Princeton, NJ: Houghton Mifflin Company, 5th Edition.

Documents

Marvin Perry, Joseph R. Peden, Theodore H. Von Laue, *Sources of the Western Tradition, Volume II From The Renaissance to the Present*. New York, Houghton Mifflin Company, 4th Edition.

Merry E. Wiesner, Julius R. Ruff, William Bruce Wheeler, *Discovering the Western Past, Volume II: Since 1500*. New York, Houghton Mifflin Company.

Other materials obtained from various reputable internet sources, colleagues, and the 2005 AP Summer Seminar at Western Kentucky University

Formative Assessment Strategies

Formative Assessment Strategies

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Document Analysis

Hobbes': "Leviathan" (excerpts)

Saint-Simon: "Portrait of Louis XIV"

Locke: "On Education and Play"

Cromwell: "Letter to his Brother-In-Law"

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students

at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.