**Course Title – Modern European History**

**Implement start year – 2016-2017**

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**Unit # 2, topic – Absolutism and Constitutionalism**

**Transfer Goal –**
Students will be able to independently use their learning to analyze the rationales for the assumption of power by governments over the people.

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**Stage 1 – Desired Results**

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
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<tbody>
<tr>
<td>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).</td>
<td><strong>x</strong> Global Awareness</td>
</tr>
<tr>
<td>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.</td>
<td><strong>x</strong> Financial, Economic, Business and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.</td>
<td><strong>x</strong> Civic Literacy</td>
</tr>
<tr>
<td>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.</td>
<td><strong>___</strong> Health Literacy</td>
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<td><strong>___</strong> Environmental Literacy</td>
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**21st Century Skills**

- **Learning and Innovation Skills:**
  - **x** Creativity and Innovation
  - **x** Critical Thinking and Problem Solving
  - **___** Communication and Collaboration

- **Information, Media and Technology Skills:**
  - **x** Information Literacy
  - **___** Media Literacy
  - **___** ICT (Information, Communications and Technology) Literacy

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### 6.2.12.A.3.c
Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

<table>
<thead>
<tr>
<th><strong>Life and Career Skills:</strong></th>
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<tbody>
<tr>
<td>___Flexibility and Adaptability</td>
</tr>
<tr>
<td><em>x</em> Initiative and Self-Direction</td>
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<tr>
<td><em>x</em> Social and Cross-Cultural Skills</td>
</tr>
<tr>
<td>___Productivity and Accountability</td>
</tr>
<tr>
<td><em>x</em> Leadership and Responsibility</td>
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#### Enduring Understandings:
*Students will understand that . . .*

**EU 1**
The outlook on individual citizen’s rights and roles within their government changed and directly led to the development of Constitutionalism.

**EU 2**
Absolute monarchs used many different methods to maintain their control.

**EU 3**
European government evolved from decentralized states to strong centralized power structures during the 16th and 17th centuries.

**EU 4**
Centralization of states within Europe led to expansion and conflicts.

#### Essential Questions:

**EU 1**
- What is the ideal form of government for ruling people?
- Was the evolution of Constitutionalism in England in the 17th century effective?
- Were the rights of citizens changed and made “better” through the development of Constitutionalism and the Bill of Rights of 1689?
- How did the desires of individuals and groups of citizens impact the development of Constitutionalism within England?

**EU 2**
- Was “divine right” a legitimate basis for political power?
- Is absolute power ever justified?
- What methods worked best to maintain control of populations in nations such as England, France, Prussia, and Austria in the 17th century?

**EU 3**
- Were the characteristics of these new monarchies different from those of their predecessors? Were they more modern?
- How did the reconstruction of France impact the development of government in the rest of Europe during this age?
- Were the factors that led to the transition from feudalism to absolutism in western Europe in the sixteenth and seventeenth centuries effective in creating more centralized governments?
- Why did the basic structure of society in eastern Europe become different from that of western Europe in the early modern period?
### Knowledge:
**Students will know . . .**

**EU 1**
- The founding and roles of Parliament
- Major events in the reign of Elizabeth I
- The major events in the reigns of James I and Charles I
- The major events and impacts of the English Civil War
- The aftermath of the English Civil War and the reign of Oliver Cromwell
- The events of Glorious Revolution and its impact on the change of the English monarchy
- The provisions of the Bill of Rights of 1689
- Basic tenants of the works of Thomas Hobbes and John Locke

**EU 2**
- The actions taken by major rulers of Spain, Russia, Prussia, France, England and the Holy Roman Empire
- The definition of “divine rights of kings.”
- Literary commentaries such as *Don Quixote* and their relations to government

**EU 3**

### Skills:
**Students will be able to . . .**

**EU 1**
- Read and analyze primary source documents to determine different points of view (EU 1, EU 2, EU 3, EU 4)
- Determine the validity of online resources for research (EU 1, EU 2, EU 3, EU 4, EU 5)
- Use online and other technological presentation tools (EU 1, EU 2, EU 3, EU 4, EU 5)
- Debate the merits of a centralized government (EU 1, EU 3, EU 4)
- Describe the hierarchy of European feudalism (EU 1, EU 3, EU 4)
- Describe the power and limitations of Monarchies (EU 1, EU 3, EU 4)
- Determine how conflicts between Protestants and Catholics shaped geo-political boundaries (EU 4)
- Analyze how constitutional rights changed the balance of power between governments and the people (EU 1, EU 2, EU 3, EU 4)
- Debate whether the implementation of a constitution means that a nation is fully democratic (EU 1, EU 2, EU 3)
- Identify how European geography has changed since the Renaissance (EU 2, EU 3, EU 4)
- Analyze how technology evolved under European Monarchies and the impact it had on culture (EU 1, EU 2)

**EU 4**
- Did the Thirty Years' War and the Treaty of Westphalia change warfare and international relations?
- Did religion influence conflict and conflict resolution during this period as opposed to the feudal period?
- How did conflict impact and shape political structure within Europe during this period?
- The transformation from Feudalism to Absolutism of France, Spain, Russia, Holy Roman Empire and Prussia
- Definition of absolute power
- Foundations of Absolutism
- The major events and policies of the absolute monarchy of Louis XIV
- Revocation of Edict of Nantes
- Key financial and economic policies under Louis XIV
- The changes of government structure in Russia from Ivan IV to Peter Romanov
- The difference between Eastern v. Western absolutism

**EU 4**
- The events of the Thirty Years’ War and Treaty of Westphalia
- The events of the English Civil War
- The events of the War of Spanish Succession

- Evaluate how the novel *Don Quixote* mirrored the political events of the sixteenth and seventeenth centuries (EU 1, EU 2, EU 3, EU 4)
- Describe how taxes were allocated to pay for societal advancements and the impact it had on the citizens (EU 1, EU 2, EU 3)

**Stage 2 – Assessment Evidence**

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

**EU 1, EU 2, EU 3, EU 4**

Students will use their learning to complete a case study of a nation whose leader uses absolute power. Students must first understand and explain the rationale of that leader for their assumption of power. Then students must assess whether or not that use of power has led the country to economic and military success or failure. Finally, students must examine how they use of absolute power has impacted the citizens of that nation in a positive or negative manner.

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Unit and chapter tests
- Pop and unit quizzes
- DBQ and objective essays
- Class Discussion
Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Create a chart that compares and contrasts the philosophies of Hobbes vs. Locke (A)
- Create a flow chart that highlights major political events/conflicts in England in the 17th century (A)
- Have a debate that focuses on what rights a government must provide for its citizens. (M,T)
- Students will make a Venn Diagram comparing the governmental powers of Russia to that of England during the 16th and 17th centuries (A, M)
- Debate what absolute state was the most effective in their ability to govern, westernize, control populations, and expand territory (M)
- Compare and contrast primary source documents of Hobbes’ The Leviathan and Locke’s Two Treatises of Government (M)
- Create maps that show the gain and loss of land for major European nations during this period (A)
- Debate whether or not an absolute monarch could be successful in today’s world (M, T)
- Create a PowerPoint that compares the rules of absolute rulers of the time period (M)
- Draw a visual storyboard of the four phases of the Thirty Years War (M)
- Role play the Treaty of Westphalia, focusing on war reparations and land redistribution (M)
- Book review of Don Quixote (A, M)
- Create a graphic organizer that compares absolute monarchy, constitutionalism, and democracy (A)
- Create a chart of major policies of absolute monarchs (A)
- Write a letter to a local lawmaker explaining your “grievance” with a local policy of the town in which they live (T)
- Have students debate the controversy over whether or not to execute Charles I. (M)
- Compare and contrast the English Bill of Rights of 1689 to the United States Bill of Rights (M)
- Students will watch and discuss appropriate episodes of Crash Course (A,M)
- Teacher lecture on major policies of absolute rulers (A)
- Create a timeline of the major events of the War of Spanish Succession (A)
- Students will create a chart that shows which governments of today are similar to that of England’s Constitutional Monarchy of the 16th/17th centuries or France’s Absolute monarchy of the same time period. (M, T)