

Social Studies
European History
Unit 6: Rise of Absolutism

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will review the Medieval feudal system and its demise during the 14th century crisis. Students will understand the techno-economic paradigm which facilitated this decline of the noble class and the rise of monarchy – large standing armies equipped with firearms. Students will also recognize the process by which monarchs engineered their nation around the throne and to what extent various monarchies were successful in doing so through out this time period. The role of advisors and the role of assemblies in various countries will be investigated as a means by which to gain a window upon the turmoil which shall ensue during the Age of Revolution. Students will recall their investigations concerning the development of the European economy and translate that learning so they may apply it to detailed and specific monarchical case studies.
Essential Questions	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> ▪ What were some of the characteristics of the rococo style of art and architecture? ▪ What are the differences between high culture and popular culture? ▪ What were the salons? What role did they play in facilitating the intellectual atmosphere of the Enlightenment? ▪ How did the learned academies that developed in the 18th century become somewhat more egalitarian? ▪ As literacy increased I the 18th century, what types of reading and literature became popular? ▪ What were the political and social effects of the publication of the “less serious” or non-analytical types of literature (like the romance novels, potboilers, gossip sheets, etc.)? ▪ What were some of the trends found in the early novels of the 18th century? ▪ Besides the novel, what other literary genres became popular in the 18th century? ▪ How was romanticism a deviation from the neoclassical literary and artistic tradition of the past? <p><u>Secondary Questions</u></p> <ul style="list-style-type: none"> ▪ What were some of the themes of songs or oral tales that were created during the 18th century? ▪ What were the differences between rural and urban peoples regarding literacy in the 18th century? ▪ What was the main purpose of schooling during the <i>Ancien Régime</i>? ▪ Why was it thought that “a little bit of knowledge is a dangerous thing as it related to the peasant class in the 18th century? ▪ Why were Carnivals and other festivals so popular I the 18th century? What was their real purpose? ▪ Why did the elites in Western Europe abandon popular culture to

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	<p>the lower classes by the 18th century?</p> <ul style="list-style-type: none">▪ What were the four broad categories of crimes in the 18th century?
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Essential Knowledge	<ul style="list-style-type: none"> ▪ The Rise of the Nation State was a progressive phenomenon in Europe c. 15th century that led to forced and voluntary migration. ▪ Feudalism declined throughout the 14th to 18th centuries. ▪ In most absolutist regimes the nobility experiences a significant change to their status and power. ▪ Absolutist monarchs sought to enhance the fiscal soundness of the economy through mercantilist policies. ▪ The rise of absolutism corresponded with a dynamic ‘revolution in military affairs’ resulting in large professional armies. ▪ Absolute monarchs strived for complete social, political, and religious unification of their territories.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ William Wordsworth, Johann von Goethe, <i>Sturm and Drang</i>, <i>Faust</i>, Franz Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig von Beethoven, Jacques-Louis David, French Royal Academy of Art, William Hogarth, “popular” culture, Carnival, Cesare Beccaria, <i>On Crimes and Punishment</i>, <i>Ancien Régime</i>, “high” culture, “Grand Tour”, cosmopolitanism, “republic of letters”, salon, utilitarianism, Julie de Lespinasse, Samuel Johnson, Henry Fielding, Fanny Burney, philosophical tale, Jonathan Swift, rococo, neoclassical
Essential Skills	<ul style="list-style-type: none"> ▪ Develop greater Reading Comprehension ▪ Develop competent Note Taking skills ▪ Develop Source Analysis for both Primary and Secondary ▪ Create and Deliver Oral Presentations ▪ Develop Narrative/Argumentative Essay Writing ▪ Demonstrate geographical awareness.

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<p>Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none">a. Develop research questions related to a current social studies issue.c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none">a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. <p>A3. Taking Action Using Social Studies Knowledge and Skills</p> <p>Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>
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<p>Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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<p>Related Maine Learning Results</p>	<p>B3. Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. <p>C. Economics</p> <p>C1. Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none">b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.d. Identify and explain various economic indicators and how they represent and influence economic activity.e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. <p>C2. Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent
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	<p>immigrant groups in Maine and the United States, and various world cultures.</p>
<p>Related Maine Learning Results</p>	<p>D. Geography D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2. Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Students will view and take notes upon a Louis XIV powerpoint which will have a special focus upon the establishment of Versailles as the royal court. Students will have conducted preliminary research on the rise of France as a nation-state beginning with Louis XIII. After developing a detailed chronology students would have arrived at the PPT lesson ready to interpret the evidence presented to them and should be able to comment accurately upon their importance/significance. Using France as a case study, students should be able to identify accurately the key trends/characteristics of an absolutist regime. Have confirmed this learning, students will later examine other absolutist regimes and should be able to identify the process and its differences in various regions.

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Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Source Based Analysis of the struggle between the Crown and the Nobles in various countries from Magna Carta 1215 to the eve of the French Revolution. This will take the form of an AP Euro DBQ and will be assessed accordingly.
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University▪ <u>Other Resources:</u><ul style="list-style-type: none">○ “A Comparison of the Middle Ages and the Renaissance in Italy” – chart○ “Comparing the Middle Ages, the Renaissance, and the Modern World” – chart○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College, lecture outline○ Absolutism Powerpoint