

Absolutism and Enlightenment Preview

Essential Question What is the best form of government?

Before you begin this topic, think about the Essential Question by completing the following activity.

1. What does it mean to you to be governed or have rules and laws?



2. Preview the topic by skimming lesson titles, headlines, and graphics. Place a check mark next to qualities that you predict will be true of European governments in the years leading up to the Enlightenment.

☐ powerful ☐ kind ☐ religious ☐ fair
☐ tolerant ☐ peaceful ☐ absolute ☐ wealthy
☐ democratic

Timeline Skills

As you read, write and/or draw at least three events from the topic. Draw a line from each event to its correct position on the timeline.

© by Savvas Learning Company LLC. All Rights Reserved.

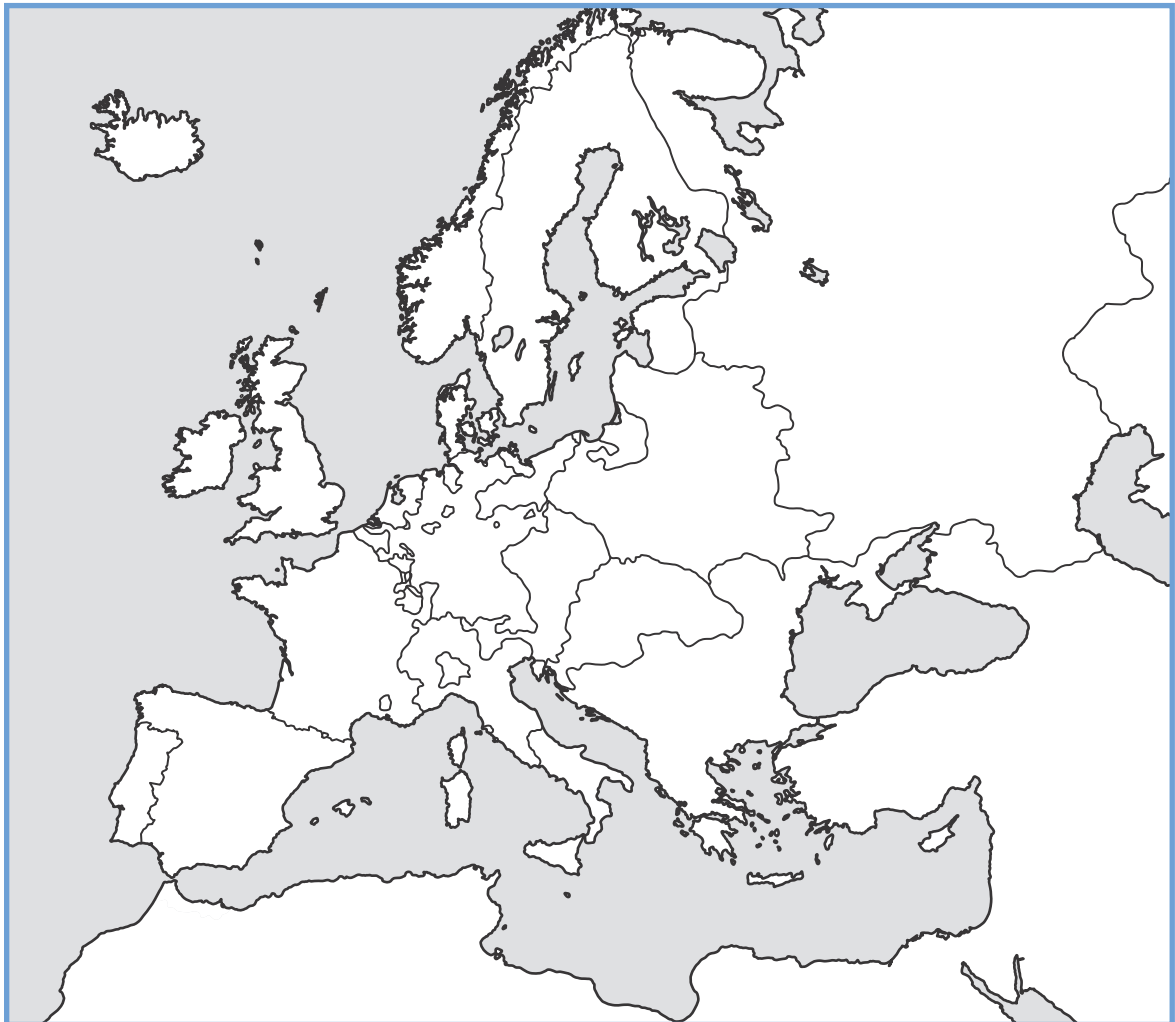
1500

1600

Map Skills

Using maps throughout the topic, label the outline map with the places listed. Then, color in the water.

Russia	Spain	England	Sweden
Austria	Poland	Prussia	France
Norway	Ottoman Empire	Mediterranean Sea	Baltic Sea



1700

1800

Quest

Document-Based Writing Inquiry

The Right to Rule

On this Quest, you need to provide advice to a newly crowned European queen who has asked for your help in understanding authority and government. You will examine sources from European thinkers during the age of Absolutism and Enlightenment to find examples. At the end of the Quest you will write a position paper about the ideal government.

1 Ask Questions (See Student Text, page 728)

As you begin your Quest, keep in mind the Guiding Question: **Where does the right to govern come from?** and the Essential Question: **What is the best form of government?**

What other questions do you need to ask in order to answer these questions? Consider the following aspects of life in the age of Absolutism and Enlightenment. Two questions are filled in for you. Add at least two questions for each category.

Theme Religion and the Church

Sample questions:

How did rulers use religion and the church to justify their rule?

How did rulers' religions affect their ability to govern their kingdoms?



Theme Science, Art, and Humanism

Theme **Government and the People**

Theme **Trade and Warfare**

Theme **My Additional Questions**



INTERACTIVE

For extra help with Step 1, review the 21st Century Tutorial: **Ask Questions.**

2 Investigate

As you read about Absolutism and Enlightenment, collect five connections from your text to help you answer the Guiding Question. Three are already chosen for you.

Connect to Bishop Jacques Bossuet

Primary Source Jacques Bossuet, *Politics Drawn from the Very Words of Holy Scripture* (See Student Text, page 738)

Here's a connection! What does this Primary Source tell you about where Bishop Jacques Bossuet believed the right to govern comes from?

How do you think this works in practice?



© by Savvas Learning Company LLC. All Rights Reserved.

Connect to John Locke

Primary Source **John Locke, *Two Treatises of Government***

(See Student Text, page 758)

Here's another connection! What are John Locke's ideas about authority and the social contract?

How do you think these ideas affected Europe and the rulers who governed?



Connect to Baron de Montesquieu

Analysis Skills **Draw Sound Conclusions from Sources**

(See Student Text, page 759)

What does this connection reveal about Montesquieu's concept of authority?

What impact did this idea have on the history of the world?

It's Your Turn! Find two more connections. Fill in the title of your connections, then answer the questions. Connections may be images, primary sources, maps, or text.

Your Choice | Connect to

Location in text

What is the main idea of this connection?

What does it tell you about the ideal government or the right to rule?

Your Choice | Connect to

Location in text

What is the main idea of this connection?

What does it tell you about the ideal government or the right to rule?

3 Examine Primary Sources (See Student Text, page 760)

Examine the primary and secondary sources provided online or from your teacher. Fill in the chart to show how these sources provide further information about where the right to govern comes from. The first one is completed for you.



Source	Explanation
<i>Leviathan</i>	In <i>Leviathan</i> , Thomas Hobbes explains that citizens should enter a social contract with an absolute ruler, because giving that ruler complete authority is the only true way to ensure protection and order.
<i>Patriarcha</i>	
<i>The Social Contract</i>	
Divine Right of Kings	
The Sun King	

© by Savvas Learning Company LLC. All Rights Reserved.



INTERACTIVE

For extra help with Step 3, review the 21st Century Tutorials: **Analyze Primary and Secondary Sources** and **Analyze Images**.

4 Write Your Position Paper (See Student Text, page 760)

Now it's time to put together all of the information you have gathered and use it to write your argument. Absolute monarchs and Enlightenment thinkers had different ideas about where the right to govern comes from, as well as what those rights are, and who should have them. Use the steps below to outline your position on this issue and complete the writing process.

1. **Prepare to Write** You have collected connections and explored primary sources to learn more about where the right to govern comes from. On a separate piece of paper, summarize your position on this issue in one sentence. This will become the thesis statement for your argument.
2. **Outline Your Argument** Look through your notes for evidence that supports your thesis statement. Use the table below to begin to outline your argument.

Introduction Your thesis	
Evidence From primary sources	
Additional Evidence From primary sources	
Conclusion Restatement of your thesis	



© by Savvas Learning Company LLC. All Rights Reserved.

3. **Write a Draft** Write a draft of your argument using your outline. Add transitional words and phrases to strengthen your argument and clarify your position.
4. **Share with a Partner** With a partner, correct any grammatical, spelling, or factual errors and make sure that your argument makes sense.
5. **Finalize Your Paper** Finalize your argument and use technology to publish your paper.
6. **Reflect on the Quest** Think about your experience in completing this topic's Quest. What did you learn about the different ideas about rights and where the right to govern comes from? What questions do you still have about absolute monarchs and the Enlightenment? How will you answer them?

Reflections



INTERACTIVE

For extra help with Step 5, review the 21st Century Tutorial: **Publish Your Work**.

Take Notes

Literacy Skill: Cite Evidence Use what you have read to complete the table. Draw conclusions from the text, and support these statements with three pieces of evidence. One conclusion has been provided for you. Add evidence to support the conclusion, and then try one on your own.

Charles V and Philip II were responsible for the golden age of Spain.

Charles V was hard-working and knew he had to answer to Spanish nobles.



INTERACTIVE

For extra help, review the 21st Century Tutorial: **Support Ideas with Evidence**.

© by Savvas Learning Company LLC. All Rights Reserved.

Practice Vocabulary

Sentence Revision Revise each sentence so that the underlined vocabulary word is used logically. Be sure not to change the vocabulary word. The first one is done for you.

1. The mighty Spanish armada fought many battles on land.
The mighty Spanish armada fought many battles at sea.

2. As absolute monarch, Louis XIV wanted to share power with his people.

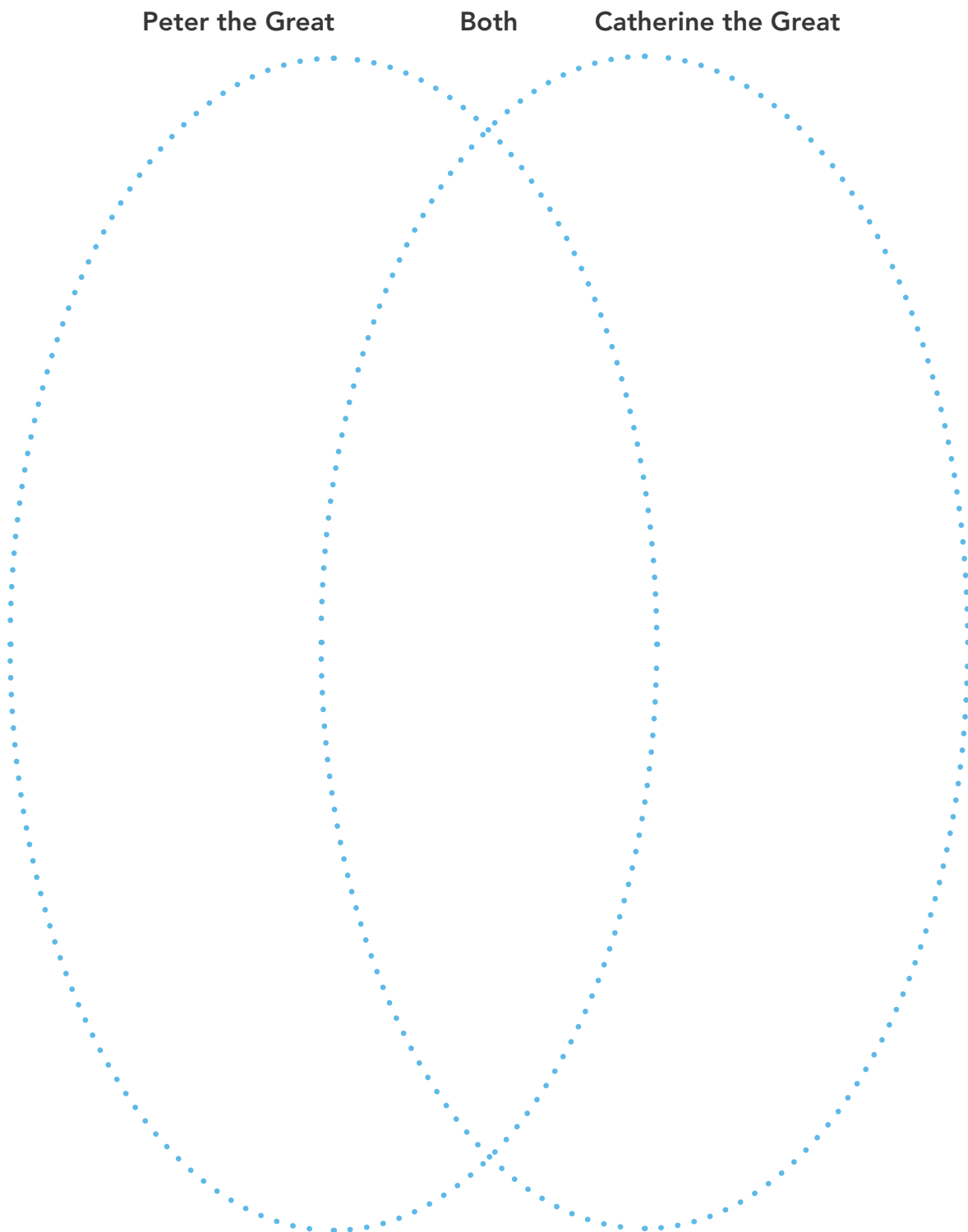
3. The idea of divine right meant that Louis XIV believed the people gave him the right to power.

4. Spanish inflation caused prices for goods and services to decrease.

5. An assassin gave birth to Henry IV.

Take Notes

Literacy Skills: Compare and Contrast Compare and contrast Russian reforms under Peter the Great and Catherine the Great.



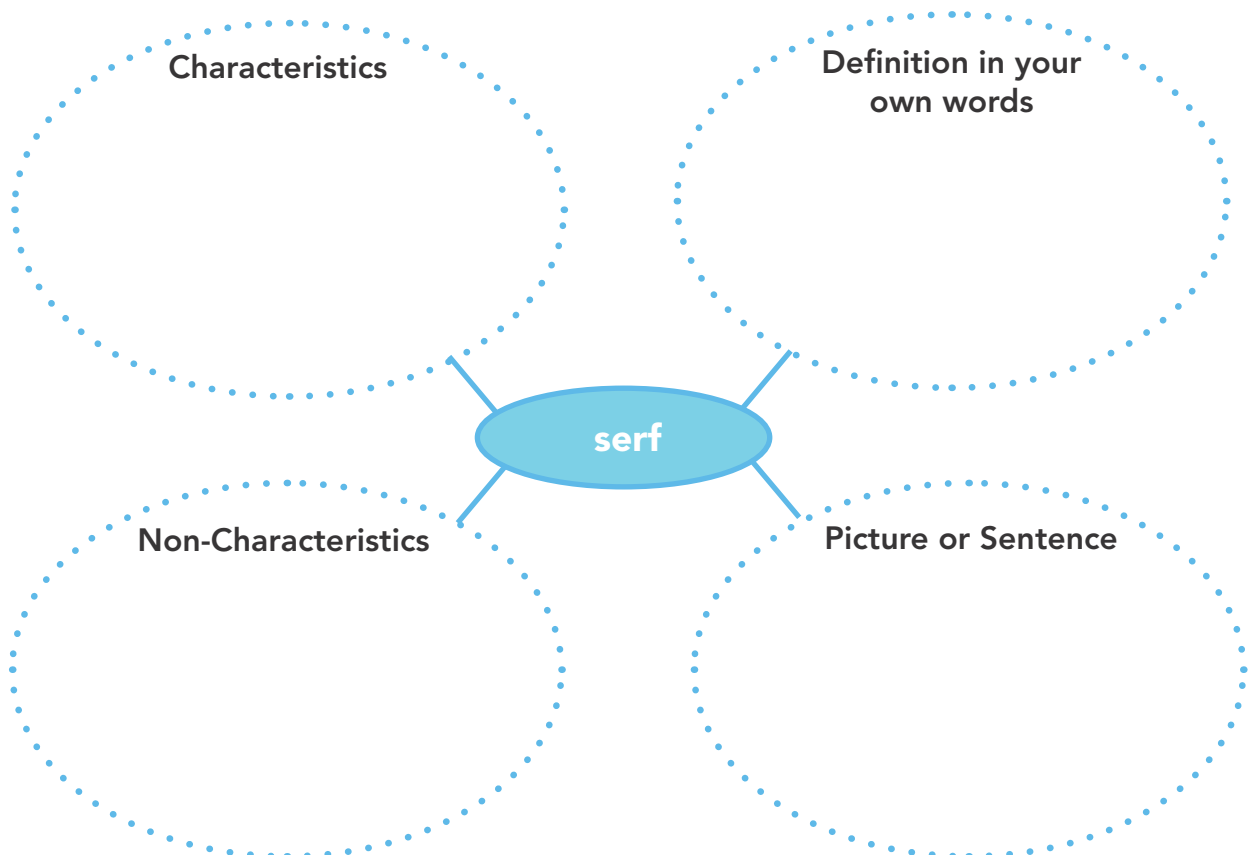
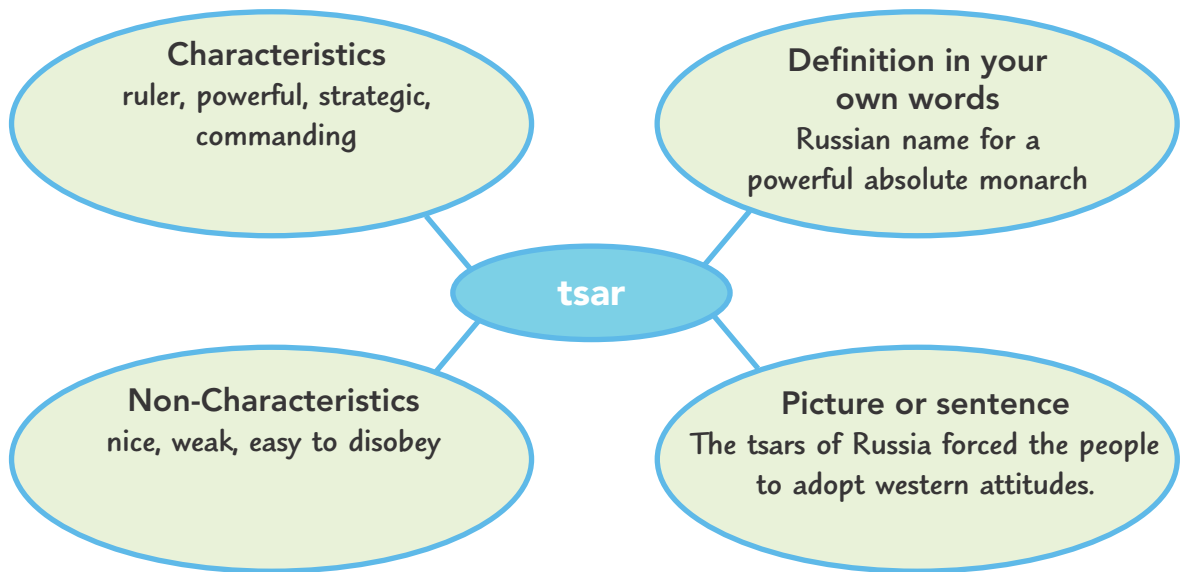
INTERACTIVE

For extra help, review the 21st Century Tutorial: **Compare and Contrast**.

© by Savvas Learning Company LLC. All Rights Reserved.

Practice Vocabulary

Word Map Study the word map for the word *tsar*. Characteristics are words or phrases that relate to the word in the center of the word map. Non-characteristics are words and phrases not associated with the word. Use the blank word map to explore the meaning of the word *serf*. Then make your own word map for the word *partition*.



Quick Activity Editorial Cartoon

An editorial cartoon is an illustration that expresses a message, often about a controversial event or issue. Let's take a closer look at the editorial cartoon from your text.

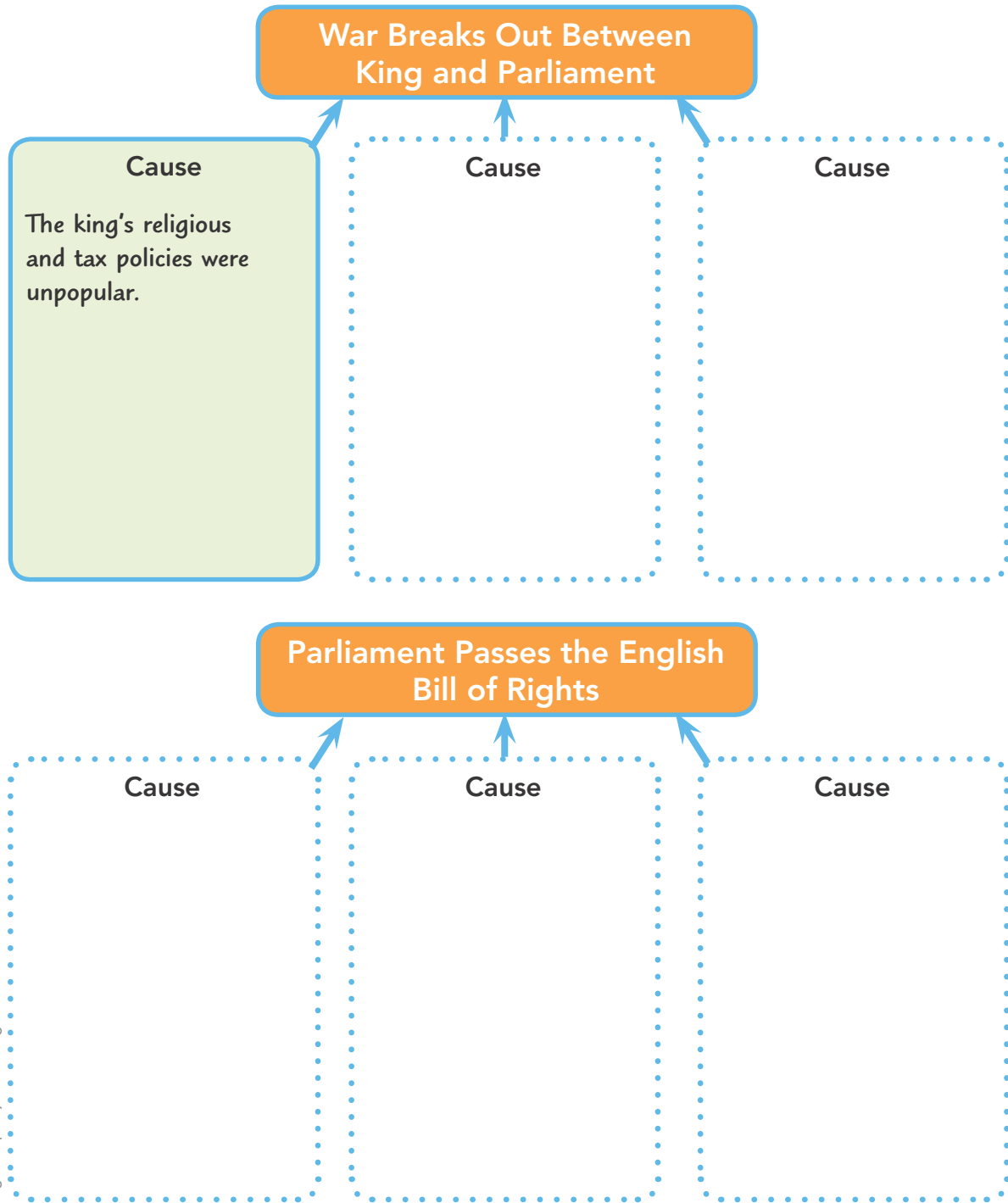
Discuss with a partner or small group the issue the cartoon is expressing. Who do the two figures represent? Why is the man on the right doing what he is doing?

Team Challenge! With a partner, think about some of the other controversial issues from this topic. Choose one, and then draft your own editorial cartoon below. Write a caption explaining your important issue or event in one phrase or sentence. Revise your cartoon as needed, create a final version on a separate piece of paper, and post it to the class board.



Take Notes

Literacy Skills: Identify Cause and Effect Use what you have read to complete the chart. For each effect, identify three causes. The first has been completed for you.



© by Savvas Learning Company LLC. All Rights Reserved.



INTERACTIVE

For extra help, review the 21st Century Tutorial: **Analyze Cause and Effect**.

Practice Vocabulary

Sentence Builder Finish the sentences below with a key term from this section. You may have to change the form of the word to complete the sentences.

Word Bank

constitutional monarchy

republic

treason

1. A form of government in which citizens have the right to vote and elect representatives is called a



2. To prevent absolutism from ever occurring again, the English Bill of Rights established a




3. When someone betrays their own country, it is called



Take Notes

Literacy Skills: Summarize Use what you have read to complete the table. Summarize the major ideas that came out of the Enlightenment.

Political Ideas	Social Ideas	Economic Ideas
<div></div>	<div></div>	<div></div>
<div>Summary</div>		

 **INTERACTIVE**

For extra help, review the 21st Century Tutorial: **Summarize**.

Practice Vocabulary

Matching Logic Using your knowledge of the underlined vocabulary words, draw a line from each sentence in Column 1 to match it with the sentence in Column 2 to which it logically belongs.

Column 1	Column 2
1. Voltaire argued that Christians should demonstrate <u>tolerance</u> .	If a government fails to protect them, the people should rebel and form a new government.
2. Montesquieu believed in <u>separation of powers</u> .	People agree to give up unlimited freedom in exchange for protection of their liberties.
3. John Locke believed that <u>natural rights</u> belong to all people.	Allowing others to hold beliefs different from one's own is essential for peace.
4. Many Enlightenment thinkers believed that a <u>social contract</u> was the basis of any government.	Having a legislative, judicial, and executive branch establishes a system of checks and balances.

Quick Activity In Your Own Words

Examine the quotes below from the Magna Carta, English Bill of Rights, and the Declaration of Independence. Discuss with a partner the similarities and differences between the quotes.

"(39) No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled or deprived of his standing in any way, nor will we proceed with force against him, or send others to do so, except by the lawful judgment of his equals or by the law of the land."

—*Magna Carta (1215)*

"The pretended power of dispensing with laws or the execution of laws by regal authority, as it hath been assumed and exercised of late, is illegal."

—*English Bill of Rights*

"We hold these truths to be self-evident that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."

—*U.S. Declaration of Independence*

Team Challenge! With your partner, choose one of the quotes and rewrite the idea in your own words. Then, share your rewrite with the class.

Writing Workshop Arguments

As you read, build a response to this question: **Was the concept of an absolute monarchy doomed?** The prompts below will help walk you through the process.

Lesson 1 Writing Task: Introduce Claims (See Student Text, page 737)

Write a sentence that introduces your opinion about the question of whether or not the concept of absolute monarchy was doomed. This opinion will become the thesis statement of the argument that you will write at the end of the topic.



Lesson 2 Writing Task: Support Claims (See Student Text, page 743)

Now add details from the lessons to support your claim.

Lesson 1:	
Lesson 2:	
Lesson 3:	
Lesson 4:	

© by Savvas Learning Company LLC. All Rights Reserved.

Lesson 3 Writing Task: Clarify Relationships with Transition Words

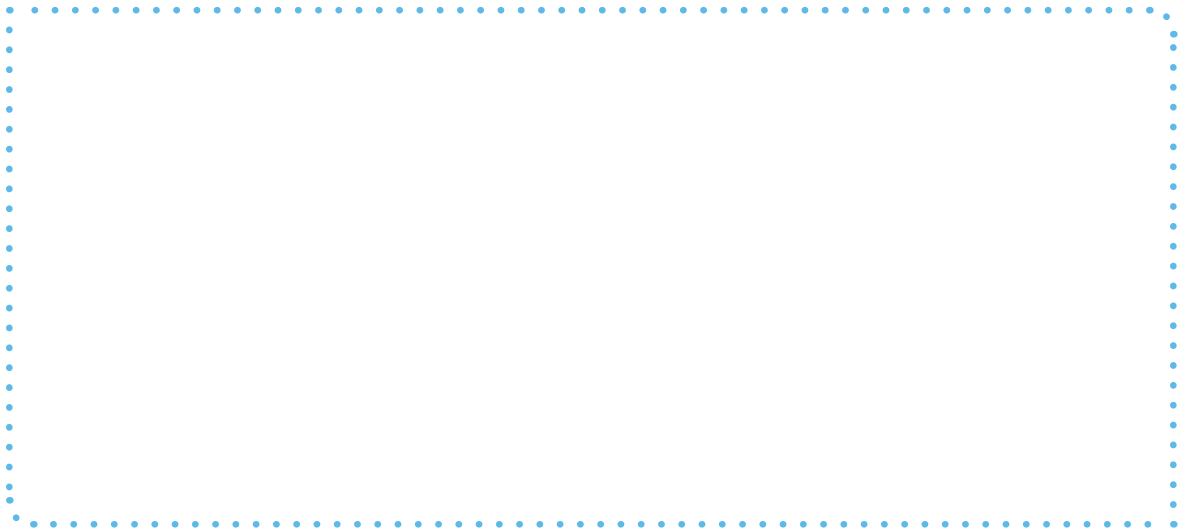
(See Student Text, page 749)

Referring to your claim and evidence, brainstorm transition words and phrases that will help you clarify the relationships between your evidence and your claim.



Lesson 4 Writing Task: Write a Conclusion (See Student Text, page 757)

Draft a conclusion statement for your argument. Your conclusion should revisit the claim of your argument and should complete your thoughts about whether the concept of absolute monarchy was doomed.



Writing Task (See Student Text, page 761)

Using your thesis, evidence, some transition words, and your conclusion, answer the following question in a five-paragraph argument: Was the concept of an absolute monarchy doomed? Expand your thesis into an introduction paragraph. Each supportive paragraph should have an introductory sentence, two or three details, and a conclusion sentence. Expand your conclusion statement into a conclusion paragraph that ends with a thought-provoking or challenging question.