

**Lesson Title:** Introduction to *Age of Absolutism* Unit

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**Key Curriculum Words:**

**Grade Level:** 10<sup>th</sup> Grade World History II

**Time Allotted:** 90 minutes

**Purpose/Rationale:** Students will understand that absolute monarchs emerged in each of the 5 Great Powers to solidify power and leadership into a centralized place. The Age of Exploration brought new wealth and importance to the concept of the European state. These highly-centralized states desired to become as powerful as possible, while simultaneously making sure that other states did not gain power. The cyclical nature of this idea created a unique balance of power among the 5 Great Powers that lasted for centuries.

**Key Concepts/Definitions:**

- **Absolute monarch:** Unlimited power in the hands of the King and his advisors. The ruler's power was not limited by having to consult with nobles, common people, or their representatives.
- **Divine Right:** The political idea that monarchs receive their power directly from god and are responsible only to God for their actions. This allowed monarchs to go unchallenged by their subjects.
- **Balance of Power:** Each nation helps to keep peace and order by maintaining power that is equal to rival nations.
- **Dynasty:** This is a family that governs a country based on the idea of divine right passed down from one generation to the next.

**Background Paragraph:** This lesson is the first lesson of the Absolute Monarchs unit. It serves to transition from the Age of Exploration and discuss how the advancements and colonization led to very powerful monarchs in Europe.

<b><u>Virginia Standards of Learning and/or Objectives:</u></b>	<b><u>NCSS Themes:</u></b>
<b>WHII. 6 b</b> The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by b) describing the Age of Absolutism, including the monarchies of Louis XIV, Frederick the Great, and Peter the Great.	The NCSS theme that is addressed in this lesson is: <b>NCSS Theme #10: Power, Authority, and Governance</b>

**Enduring Understandings:**

1. The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments.

- The concept of Divine Right played a large role in the ability of monarchs to claim such large amounts of power.

<p><b><u>Facts/Concepts:</u></b> The student will gain knowledge of</p> <p><b>Characteristics of absolute monarchies</b></p> <ul style="list-style-type: none"> <li>• Centralization of power</li> <li>• Concept of rule by divine right</li> </ul>	<p><b><u>Skills:</u></b></p> <p>⇒ Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>⇒ Analyze primary sources</p>	<p><b><u>Values/Attitudes:</u></b></p> <p>⇒ The students will gain an understanding of the changing role of monarchs in Europe and the affect their power had on the world.</p>
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**Guiding Questions:**

- Who were the absolute monarchs?
- What effect did the absolute monarchs have on their countries?

**Lesson Objectives:**

Students will be able to:

- Identify the absolute monarchs of this time period.
- Identify the major powers that emerged from the Age of Discovery to the Age of Absolutism.
- Define the concepts of divine right, dynasty, absolute monarch, and balance of power.

**Diverse Learner Needs:**

- ⇒ Curriculum will not be modified for diverse learner needs.
- ⇒ Instruction will be modified where the teacher’s aide will assist special education students in completing the map activity and the divine right reading; cooperating teacher will instruct gifted students to answer additional questions on the concept of divine right. Students who have additional learning needs will be given copy of the notes that will be discussed in class. Those students will be responsible for unscrambling the letters to determine the word, but will not have to be responsible for writing down the definitions.
- ⇒ Assessment for this lesson will not be modified for diverse learner needs

**Materials/Resources:**

- Handouts (attached)
- Overhead projector
- Lecture Notes (attached)
- Reference Maps or textbook with European Map around 1500 AD

### **Procedures/Processes/Activities:**

#### **The Hook: Daily Question (10 minutes)**

Students will be asked the *Daily Question* and will record both the question and their answer in their notebook (as they do every class period)

- Name at least 5 qualities that are important for a monarch to possess and tell why.

The students will be given 7 minutes to answer the question and then there will be 3 minutes for students to share their responses with the class.

#### ⇒ Lesson Activities:

- **Introductory Notes:** (15 minutes)

Students will take notes on the four key factors that led to the domination of the absolute monarchs of Europe to serve as an introduction to the Absolute Monarch Unit. Students will be given each of the four concepts scrambled and then will determine the word. Once students have guessed the word, then the teacher will provide the definition as students take notes.

- **Map Activity** (30 minutes)

Students will complete the Map Activity that details the 5 powers that emerged from the Age of Exploration. Students will complete the map individually and then the teacher will go over each country and important city orally.

- **Divine Right Primary Source** ( 20 minutes)

As a class, the teacher will call on students to read the primary source on Divine Right. Students will then answer the questions individually. Once students are finished, the teacher will call on students to go over the answers orally.

#### ⇒ Lesson Closure:

- **Reflection Writing** (15 minutes)

The teacher will review the five emerging powers that dominated Europe after the Age of Exploration. Students will then complete a predictive reflection answering the following question:

*Which country of the five emerging powers will have the strongest ruler and why?*

### **Assessment Strategies (Informal):**

- ⇒ Teacher/student discussion
- ⇒ Participation in map activity
- ⇒ Journal Entries are graded once a six weeks

### **Assessment Strategies (Formal):**

- ⇒ Questions will appear on unit test from this lesson
- ⇒ Divine Right Reading Questions will be collected for a grade

## Five Powers Emerge to Dominate Europe after the Age of Exploration

Label and shade the following countries and cities

- Countries: England, France, Austria, Prussia and Russia
- Cities: London, Paris, Vienna and Moscow



## Divine Right Primary Source

The state of monarchy is the supremest thing upon earth; for kings are not only God's lieutenants upon earth, and sit upon God's throne, but even by God Himself they are called gods... Kings justly gods, for they exercise a... divine power upon earth... God hath power to create or destroy, make or unmake at His pleasure, to give life or sent death to judge and to be judged nor accountable to none, to raise low things and to make high things low at His pleasure... And the like power of kings...

-King James IV/I of Britain, 1609

- Author of the Document:
- Subject of the Document:
- Purpose for Writing the Document:
- Audience for the Document:
- Historical Context:
- Main Points Made in the Document:

**How did these countries come to Dominate Europe? Unscramble the words to find the four key concepts that led to the emergence of absolute powers.**

1. USOBALET YMNRCOAH \_\_\_\_\_

Unlimited power in the hands of the King and his advisors. The ruler's power was not limited by having to consult with nobles, common people, or their representatives.

2. EIIVND TRHIG \_\_\_\_\_

The political idea that monarchs receive their power directly from god and are responsible only to God for their actions. This allowed monarchs to go unchallenged by their subjects.

3. EBAALNC FO RWEPO \_\_\_\_\_

Each nation helps to keep peace and order by maintaining power that is equal to rival nations.

4. YDNYAST \_\_\_\_\_

This is a family that governs a country based on the idea of divine right passed down from one generation to the next.