

## Unit 3: Absolutism and the Rise of Nations

<b>Unit #:</b>	APSDO-00025371	<b>Duration:</b>	3.0 Week(s)	<b>Date(s):</b>	
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**Grades:**  
 9

**Subjects:**  
 Social Studies

### Unit Focus

In this unit, students will trace the rise and fall of absolute rulers in Europe during the 16th and 17th centuries taking into account the cultural and historical context in which they lived and ruled. Students will also compare the reigns of the absolute rulers, evaluating their strengths and weaknesses. Finally, students will know that as nation-states emerged from the feudalism of the Middle Ages, powerful rulers consolidated power in central areas and aimed to expand their reach and influence across the continent. This led to many conflicts between states, especially when religion played a factor, as with the Spanish and English. The rise of absolute rulers directly led to the great rebellions and upheavals of the late eighteenth and mid-nineteenth centuries, which significantly influenced the course of history in their own right. In addition to standard quizzes and tests, students will conduct primary source analysis of documents related to the period. Informative assessment during class activities will also be employed in the form of asking questions and checking on student progress. In addition to the world history textbook, primary instructional materials for this unit will include primary and secondary textual and visual sources.

### Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Common Core</b>  <i>History/Social Studies: 9</i></p> <ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-LITERACY.WHST.9-10.4</i></li> </ul> <p><b>Connecticut Goals and Standards</b>  <i>Social Studies : 9</i></p>	<p><b>T1</b> (T1) Access and analyze text for context, reliability and accuracy to determine relevance.</p> <p><b>T2</b> (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p><b>T3</b> (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.</p> <p><b>T4</b> (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p><b>U1</b> (U050) Individuals and groups have the</p>	<p><b>Q1</b> (Q102) Who has power in a government</p>

- Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. *HIST.9-12.4*
- Analyze how people use and challenge local, state, national and international laws to address a variety of public issues. *CIV.9-12.15*
- Analyze the ways in which the perspectives of those writing history shaped the history that they produced. *HIST.9-12.6*
- Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. *ECO.9-12.4*
- Distinguish between long-term causes and triggering events in developing a historical argument. *HIST.9-12.15*
- Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. *HIST.9-12.1*
- Evaluate social and political systems in different contexts, times and places that promote civic virtues and enact democratic principles. *CIV.9-12.10*
- Refine claims and counterclaims attending to precision, significance and knowledge conveyed through the claim while pointing out the strengths and limitations of both. *INQ.9-12.9*

ability to influence their society using a range of methods (e.g., violent or nonviolent, overt or covert).

**U2** (U100) Governments make and enforce the rules for society.

**U3** (U101) Governments use of power benefits or harms its citizens in varying degrees.

**U4** (U102) Governments make decisions on the allocation of resources.

**U5** (U103) Governments allow individuals and groups varying access to participation and power.

**U6** (U104) Institutions other than governments often have power in society.

**U7** (U500) Beliefs influence cultural practices and human behaviors.

and how did they gain it?

**Q2** (Q104) Why do governments allocate resources in the way they do?

**Q3** (Q105) What other groups hold power in society?

**Q4** (Q302) Who has access to economic opportunities and resources?

**Q5** (Q500) How do beliefs influence social and political institutions?

**Q6** (Q501) How do religious and political institutions influence each other?

**Q7**

How do the artistic achievements of a society reflect its values?

**Q8** (Q703) What are the qualities of a powerful and effective leader?

**Q9**

How does government authority and power vary in societies?

### Acquisition of Knowledge and Skill

Knowledge	Skills
<p><b>K1</b></p> <p>Absolute monarchs justified their power through divine right</p> <p><b>K2</b></p> <p>Until the early 16th century most of Europe was culturally united by Roman Catholicism</p> <p><b>K3</b></p> <p>During the Age of Absolutism the center of world civilization shifted to Europe</p> <p><b>K4</b></p>	<p><b>S1</b></p> <p>Evaluate different political systems</p> <p><b>S2</b></p> <p>Evaluate the reigns of different European monarchs</p> <p><b>S3</b></p> <p>Analyze how cultural values influence the ways that citizens and governments interact</p> <p><b>S4</b></p> <p>Analyze and evaluate conditions, actions and</p>

Following a period of religious and social turmoil, Louis the XIV achieved royal absolutism and helped France become the most powerful nation in Europe during the 1600s

**K5**

The growth of European nation-states in the sixteenth and seventeenth centuries led to a consolidation of power in centralized forms, often in the hands of a single absolute ruler

**K6**

Centralized rulers justified their power through divine right

motivations that contribute to conflict and cooperation within and among nations

**S5**

Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad

**S6**

Cite specific textual evidence from primary and secondary sources to support analysis

**S7**

Identify multiple perspectives of the same event, idea, or position and examine the rhetoric and details that lead to varying interpretations

**S8**

Construct arguments using precise and knowledgeable claims with supporting evidence