Unit Five: Absolutism and the Rise of Democracy

SSWH13 The student will examine the intellectual, political, social, and economic factors that changed the world view of Europeans.

b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and their relationship to politics and society.

SSWH14 The student will analyze the Age of Revolutions and Rebellions.

a. Examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu.

b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).

c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.

Word Wall:

<table>
<thead>
<tr>
<th>Due Dates: DBQ Essay 1/28, Project 2/4, packet 2/4, test 2/1 &amp; 2/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. absolutism</td>
</tr>
<tr>
<td>2. despot</td>
</tr>
<tr>
<td>3. Czar</td>
</tr>
<tr>
<td>4. constitutional monarchy</td>
</tr>
<tr>
<td>5. parliament</td>
</tr>
<tr>
<td>6. revolution</td>
</tr>
<tr>
<td>7. popular sovereignty</td>
</tr>
<tr>
<td>8. right</td>
</tr>
<tr>
<td>9. reactionary</td>
</tr>
<tr>
<td>10. conservative</td>
</tr>
<tr>
<td>11. left</td>
</tr>
<tr>
<td>12. liberal</td>
</tr>
<tr>
<td>13. creole</td>
</tr>
<tr>
<td>People to Know:</td>
</tr>
<tr>
<td>11. Locke</td>
</tr>
<tr>
<td>12. Voltaire</td>
</tr>
<tr>
<td>13. Rousseau</td>
</tr>
<tr>
<td>14. Louis XIV</td>
</tr>
<tr>
<td>15. Peter the Great</td>
</tr>
<tr>
<td>16. Tokugawa Ieyasu</td>
</tr>
<tr>
<td>17. Napoleon</td>
</tr>
</tbody>
</table>
### Essential Question: How do people gain and maintain absolute power?

#### The Pattern:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>identify the enemy</td>
</tr>
<tr>
<td>2</td>
<td>identify their source of power</td>
</tr>
<tr>
<td>3</td>
<td>develop strategies seizing this power</td>
</tr>
<tr>
<td>4</td>
<td>develop strategies for preventing/controlling rebellion</td>
</tr>
</tbody>
</table>

#### A Principal

- **People who threaten their power**
  - Method of taking power:
    - [ ]
    - [ ]
    - [ ]

#### A Parent

- **People who threaten their power**
  - Method of taking power:
    - [ ]
    - [ ]
    - [ ]

**Essential Question Answered:**

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________
Essential Question: How did the French kings gain and maintain absolute power?

Louis XIV

Method of taking power:

Method of maintaining power:

People who threaten their power

Method of taking power:

Method of maintaining power:

Essential Question Answered: 

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________
Lesson 3, Date: 1/10/13  Homework: read textbook pages: 608-612

Essential Question: How did the Russian Czars gain and maintain absolute power?

Social Reforms:

Political Reforms:

Reforms:

Failed Reforms:

My goal is...

Other Reforms:

Territorial Expansion:

Territorial Expansion:

Essential Question Answered: _______________________________________________________________________
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________

Absolutism in Russia

Very Strong

Not So Strong
**Lesson 4, Date: 1/11/13  Homework:** read textbook pages: 542-547 – finish cartoon

**Essential Question:** How did Japanese absolutism compare to European?

Directions: Draw an eight panel cartoon depicting the reign of Tokugawa Ieyasu using pages 542-547 in your textbook. The drawings in each box should depict the events described in the section noted in the top of each box.

<table>
<thead>
<tr>
<th>Local Lords Rule</th>
<th>New Leaders Restore Order</th>
<th>Tokugawa Shogunate Unites Japan</th>
<th>Society in Tokugawa Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture Under the Tokugawa Shogunate</th>
<th>Portugal Sends Ships, Merchants, and Technology to Japan</th>
<th>Christian Missionaries in Japan</th>
<th>Japan in Isolation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Essential Question Answered: __________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson 5, Date: 1/14/13 - 1/16/13  Homework: read textbook pages: 620-629

**Essential Question:** How did the Enlightenment change European world views?

Kid’s world:  
Teenage world:  
Adult world:  

Medieval World:  
**Enlightenment:**  
Our Time:
<table>
<thead>
<tr>
<th>Enlightenment Quote</th>
<th>What he is saying is…</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;During the time men live without a common power to keep them all in awe, they are in that condition which is called war; and such a war as is of every man against every man.&quot; - Hobbs</td>
<td></td>
</tr>
<tr>
<td>&quot;No man's knowledge here can go beyond his experience.&quot; - Locke</td>
<td></td>
</tr>
<tr>
<td>&quot;The purpose of law is, not to abolish or restrain, but to preserve and enlarge freedom.&quot; - Locke</td>
<td></td>
</tr>
<tr>
<td>&quot;In all ages of the world, priests have been enemies of liberty.&quot; - Hume</td>
<td></td>
</tr>
<tr>
<td>&quot;New opinions are always suspected, and usually opposed, without any other reason but because they are not already common.&quot; - Locke</td>
<td></td>
</tr>
<tr>
<td>“All murderers are punished unless they kill in large numbers and to the sound of trumpets.” - Voltaire</td>
<td></td>
</tr>
<tr>
<td>“Anyone who has the power to make you believe absurdities has the power to make you commit injustices.” - Voltaire</td>
<td></td>
</tr>
</tbody>
</table>

Essential Question Answered: __________________________________________________________
____________________________________________________________________________________
___________________________________
_____________________________________________________________________________________
Lesson 6, Date: 1/17/13  Homework: read textbook pages: 614-620

**Essential Question:** What events lead to the rise of democracy in England (aka Britain)?

**Word Bank:**
Habeas Corpus, Parliament
Established, English Civil War,
Common Law Established,
Magna Carta, Cromwell Dies,
Glorious Revolution, House of Commons Established,
Constitutional Monarchy,
Petition of Right

---

1. **#1 Event**
   - What/Why:

2. **#2 Event**
   - What/Why:

3. **#3 Event**
   - What/Why:

4. **#4 Event**
   - What/Why:

5. **#5 Event**
   - What/Why:
Essential Question: How did France’s government go from an absolute monarchy to a democracy and back?
Lesson 8, Date: 1/28/13 Homework: read textbook pages: 681-686

**Essential Question:** How did France’s government go from an absolute monarchy to a democracy and back?

**Haitian Revolution:**

---

Essential Question Answered: ________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________
Lesson 9, Date: 1/29/13 Homework: read textbook pages: 681-686

Essential Question: How did social injustice cause the Mexican Revolution?

Essential Question Answered: _______________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Lesson 9, Date: 1/29/13 Homework: read textbook pages: 681-686

Essential Question: How were the revolutions in Latin America related to revolutions in other areas of the world?

Use the information from pages 100-103 and 105 of The Nystrom Atlas of World History, your Activity Map, and Activity Sheets 50a-50e to help you complete the flow chart below. Note that every revolution should have a year.

Essential Question Answered: _______________________________________________________________________
________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
Unit 5 Performance Assessment

1) Decide who you want to work with for this unit project 1-3 people per group
2) Project: You will write an allegory of the French Revolution set at Centennial following the steps below.

Step 1) Decide how/who will represent each of the following symbolically in your story (write out on notebook paper – this is page 1 of your project)
   1) King Louis XVI
   2) Catholic Clergy
   3) Nobles
   4) Middle Class
   5) Poor (the masses)
   6) Versailles
   7) Jacobins
   8) Robespierre
   9) Girondists
   10) Invading Armies
   11) Bastille
   12) Committee of Public Safety
   13) Directory
   14) Napoleon

Step 2) Outline your story – it should be divided into seven sections based on the events of the French Revolution
   I. Rule of Absolute King
      A. 1) a)... II. Tennis Court Oath & the writing of the constitution (you will symbolically represent these events) III. Constitutional Monarchy IV. The Republic / Reign of Terror V. Directory VI. Rule of Napoleon VII. Spread of the Revolution to America (Latin American and Haitian Revolutions)

Step 3) Final Draft of the story
   Requirements
   - At least 2 pages
   - Include all 14 things and seven phases symbolically
   - No direct reference to the French Revolution
   - Demonstrates a clear understanding of the French Revolution.
<table>
<thead>
<tr>
<th>Step completed as directed</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>One mistake</td>
<td>Two mistakes</td>
<td>Three Mistakes</td>
<td></td>
</tr>
<tr>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
</tr>
<tr>
<td>King Louis Symbolically represented in story with character that accurately reflects his role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Clergy symbolically represented in story with character that accurately reflects their role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Nobles symbolically represented in story with character that accurately reflects their role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Middle Class symbolically represented in story with character that accurately reflects their role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Poor symbolically represented in story with character that accurately reflects their role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Versailles symbolically represented in story with character that accurately reflects its role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Jacobins symbolically represented in story with character that accurately reflects their role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Robespierre symbolically represented in story with character that accurately reflects his role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Giondists symbolically represented in story with character that accurately reflects their role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Invading Armies symbolically represented in story with character that accurately reflects their role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Bastille symbolically represented in story with character that accurately reflects its role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Committee of Public Safety symbolically represented in story with character that accurately reflects their role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Directory symbolically represented in story with character that accurately reflects their role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Napoleon symbolically represented in story with character that accurately reflects his role in Revolution.</td>
<td>One Problem</td>
<td>Two Problems</td>
<td>Three Problems</td>
</tr>
<tr>
<td>Period one includes symbolic representations of key events of this phase – 4 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 3 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 2 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 1 details provided</td>
</tr>
<tr>
<td>Period 2 includes symbolic representations of key events of this phase – 4 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 3 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 2 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 1 details provided</td>
</tr>
<tr>
<td>Period 3 includes symbolic representations of key events of this phase – 4 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 3 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 2 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 1 details provided</td>
</tr>
<tr>
<td>Period 4 includes symbolic representations of key events of this phase – 4 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 3 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 2 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 1 details provided</td>
</tr>
<tr>
<td>Period 5 includes symbolic representations of key events of this phase – 4 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 3 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 2 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 1 details provided</td>
</tr>
<tr>
<td>Period 6 includes symbolic representations of key events of this phase – 4 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 3 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 2 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 1 details provided</td>
</tr>
<tr>
<td>Period 7 includes symbolic representations of key events of this phase – 4 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 3 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 2 details provided</td>
<td>Period includes symbolic representations of key events of this phase – 1 details provided</td>
</tr>
</tbody>
</table>