

# Absolutism

## A Concept Formation Lesson Plan



<http://www.walledlake.k12.mi.us/wlchs/teachers/Samal/euro/un4westabs/index.html>

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## **Absolutism: A Concept Formation Lesson**

### **Overview:**

In this lesson, students will participate in a concept formation lesson designed to teach them an understanding of the concept absolutism. In order to develop comprehension of the concept, students will uncover the critical attributes of absolutism from analysis of a series of examples and non-examples. Through the development of a standard definition of absolutism, students will develop deep knowledge of the concept and its relevance to the age of enlightenment. By participating in the lesson students will come to an understanding of the concept while learning about the absolute monarchies in power during the age of enlightenment and examining contemporary examples. In the process of identifying the concept, students will also understand the similarities and differences of constitutional monarchies and totalitarianism.

### **Grade level/Class:**

This concept formation lesson is designed for a World History II class composed of ninth and tenth graders.

### **Time:**

The lesson is designed for a 90 minute block schedule class.

### **Background Information:**

Before students participate in the concept formation, they should be exposed to certain background information for the lesson to be successful. Before teaching a lesson on absolutism students should have encountered lessons on the Reformation, and been introduced to the wars of religion in Europe in the sixteenth and seventeenth-centuries. Students must understand the challenges to the Catholic Church for both spiritual and political reasons. They should recognize that the Protestant Reformation resulted in a dispute amongst religions, and countries for both religious and political power. For my World History II class, students will be required to read chapter 17, pages 422 to 443 before the lesson is taught.

### **Rationale:**

In this lesson students will form a strong understanding of the concept of absolutism and the critical attributes that make up its definition. By fully comprehending the concept, students will learn critical content knowledge necessary to understand the age of absolutism and the emergence of modern European states including France, Spain, Prussia, and Russia. A lesson on absolutism provides a wonderful opportunity for students to comprehend a key term and topic required by state and school standards. Absolutism lends itself nicely to a concept formation lesson. The term has a common definition and three to four commonly identified critical attributes. Examples and non-examples of absolutism can be taken from the era being studied as well as from ancient and current examples. In the course of teaching a lesson on absolutism students also have the opportunity to encounter and learn related terms such as constitutional monarchy, enlightened despot, and divine right. Students may also find the opportunity to compare and contrast absolutism to totalitarianism and dictatorships. Concept lessons are also conducive to scaffolding, providing a succinct structure to guide students that struggle with task and time management, through the many parts of the lesson.

**Objectives:**

1. Students will identify the critical attributes of absolutism including but not limited to, divine right to rule, political sovereignty in the hands of the monarch, and the absence of checks and balances.
2. Students will be able to create a definition of absolutism that includes all critical attributes.
3. Students will demonstrate knowledge of political changes in Europe during the 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> centuries by describing absolutism in the context of the monarchies of Louis XIV, Phillip II, Frederick the Great, and Peter the Great (WHII. 6.b).
4. Students will study how people create and change structures of power, authority, and government by comparing absolutism to constitutional monarchies. (NCSS 6).

**Assessment:**

In order to gauge student comprehension and understanding of the concept absolutism, students will be given a number of cases. They will be tasked with reading cases and deciding whether or not they are examples or non-examples of absolutism by testing cases for critical attributes. If they are non-examples, they must decide what attributes could be altered to describe absolutism. Following this activity, students will come up with one or two examples of absolutism not already discussed in class. The next day as their bell ringer, students will read a contemporary article in the New York Times and decide if absolutism exists today in Swaziland. They will read the article, identify whether or not it is an example of absolutism, and write down the critical attributes that are present or missing. All worksheets will be collected in order to check for completion as well as an understanding of the topic and to gauge the success of the lesson. Students will be graded on completion of the worksheets, and correct identification of examples and non-examples.

**Content and Instructional Strategies:****I. The Concept Definition**

Absolutism is a term that refers to a form of monarchy in which political sovereignty and government power is located in a monarch who rules by divine right without any checks or balances.

**Critical Attributes**

- Divine Right to rule
- Political sovereignty: centralized control of all aspects of government including economy, war, domestic, and foreign affairs.
- A lack of checks and balances on political power

**II. The Hook-10 minutes**

To engage students in the concept formation lesson, students will analyze a period portrait of King Louis XIV of France. Students will be given a couple minutes to look at the portrait, then five minutes to write a short paragraph about what they see. Students will answer the following questions:

Who is in the painting?

What is in the background?

What message does this portrait convey? What is the meaning?

III. Data-Retrieval Chart and example analysis-**20 minutes**

After briefly discussing the portrait, students will each receive a blank data chart and concept formation notes along with a worksheet containing examples of absolutism. Students will fill out the chart by reading each example and answering four questions in the spaces provided. Students will work in pairs to compare answers and complete the chart. Because this is the first concept formation lesson for many of the students, the teacher will work through the first example with them.

IV. Defining and Labeling- **30 minutes**

Using the back of their chart, “Concept Formation Notes,” students will identify at least four differences between the examples of concept listed on the previous page. Students will have 5 minutes to compile a list. Students will then be given five minutes to identify similarities among the examples and write them on their note taking worksheet. The teacher will go around the room asking pairs for differences and similarities and display responses using a document camera and projector.

Afterwards, students will have another five minutes to work in pairs. They will look at the similarities and differences listed on the board and create a list of three critical attributes. The teacher should be prepared to give students an example of critical attributes of another concept students are familiar with in order to understand the assignment. Once pairs have listed three attributes on their worksheet, they will be shared with the class. The class will then come to a consensus about three critical attributes of the concept.

Once students identify three critical attributes, they will be asked to individually produce a summary definition of the concept. Two or three students will be asked to share their definitions. After hearing each other’s definitions, students will select the best example, or work with the teacher to assemble a class answer on the board. Once a definition is created, students will offer suggestions for a label of the concept. If absolutism is not suggested, the teacher will present the label for the concept.

V. Classifying: **20 minutes**

To assess student understanding of the concept, students will be tasked with classifying four examples. Students will read the examples and determine whether or not they are examples of absolutism. If they are non-examples, students must determine what attributes should be added or altered to make it an example of absolutism.

The class will go over the worksheet and students will discuss the correct answers. To conclude the lesson, the teacher will hand out a brief history of Frederick the Great. Students will be asked to determine if this is an example of absolutism identifying any critical attributes. Although Frederick the Great was an absolute monarch, students will understand that he was a unique case, and falls under the category of enlightened despot.

**Resources:**

- Document Camera
- Portrait of Louis XIV-  
<http://www.walledlake.k12.mi.us/wlchs/teachers/Samal/euro/un4westabs/index.html>
- Data Retrieval Chart
- Concept Formation Notes
- Background notes on Frederick the Great
- Completed copies of notes and worksheets to satisfy IEP accommodations.
- NY Times Topic: Mswati III, King of Swaziland

**Differentiation:**

The lesson has been designed for a class of diverse learners. Students learn in a variety of different ways, and this lesson provides students with visual, written, and oral information. Students will have the opportunity to work individually, in pairs, and together as a class. The lesson provides students with an opportunity to work with their text, news articles, and other forms of primary and secondary sources. The lesson requires students to analyze and interpret documents. Therefore a variety of documents will be used based on the skill level of students. Two versions of examples and non-examples will be used; one in paragraph form where students need to pull out necessary information and a bulleted form which presents important information but still requires students to synthesize it. Documents that are easier to read may be more appropriate, while more primary sources can be used to challenge honors and gifted students. Depending on the speed at which students progress through the lesson, the instructor should be prepared to discuss additional examples of absolutism.

**Adaptations:**

The concept formation lesson has been developed to improve the academic success of students with disabilities. Aside from two medical health impairments, about a half a dozen students are diagnosed with AD/HD. To accommodate these students, oral directions will be supplemented by written directions. During the opening bell ringer students will analyze a painting by answering guiding questions that will be orally and visually administered. The lesson is highly structured with directions and instructions listed on each worksheet. To assist students during transitions, the teacher will prepare students by telling them the amount of time for each assignment and signal them to move on. Whatever worksheet students are completing or reading will simultaneously be displayed on the board by the projector to improve task management. At the end of class, students with accommodations that require back up notes, copies of oral instruction, and completed worksheets will receive them. To assist students with special needs, attention will be given to the success of cooperative pairs. Students will be rearranged based on observed academic strengths and weakness.

The following list identifies accommodations relevant to the instruction of this lesson.

- Preferential seating conducive to academic progress
- Extra class periods to complete assignments and homework
- Positive reinforcement should be implemented by the instructor
- Students that become frustrated may leave the classroom for several minutes or complete their work in another classroom or space that prevents them from becoming anxious or distracted.

- Teacher will provide additional study guides and class notes
- An extra set of books will be issued during class if available.

**Pre-Reflection:**

Creating this lesson has helped me to develop further understanding and a level of comfort with teaching a concept formation lesson. The lesson has provided me with an opportunity to teach content, as well as analysis and interpretation of documents. It follows the structure of a concept lesson format, but there are several areas of possible concern. My biggest concern is that students will discover the label before the appointed time, thus losing some of the value of the lesson. My other concerns include the difficulty level of my examples and the amount of time I have allotted for each segment of the lesson.

**Post-Reflection:**

In this lesson students participated in a concept formation lesson in order to develop deep knowledge of absolutism. Through analysis of text students successfully identified similarities and differences between examples. Synthesizing information they were able to identify three critical attributes and create a definition. Using this information they then tested new examples using their critical attributes to identify examples and non-examples. Overall the lesson was a success. Reflecting on this lesson has identified several strengths and weaknesses in my instruction and ability to meet each of the PASS standards. I have a better understanding of improving this lesson and my overall instruction.

Reflecting on the first PASS standard, I would give myself a four. Students were engaged in two activities during the lesson in which they performed higher order thinking. These activities occupied the entire class period and were the focus of the lesson. In the first activity students analyzed a seventeenth-century painting which required them to manipulate visual information in order to transform their meaning and implications. The second activity, forming the concept, required students to build their own knowledge. They discovered new meaning and understandings by analyzing information and creating their own critical attributes and definitions. In the end students were able to hypothesize what defined an absolute ruler and generalize about examples and non-examples.

I assigned a score of four for the second PASS standard, deep knowledge. Students were able to provide their own information, arguments, and reasoning to demonstrate knowledge of the issue. They sustained focus on the topic of absolutism for the entire lesson. Through their assessment, they demonstrated understanding by arriving at a supported conclusion. Students explored examples of absolutism from different countries throughout the Age of Absolutism which spanned ancient history to today. They then identified similarities, differences, and critical attributes to formulate connections and relationships to produce understanding. For their assessment they had to identify examples or non-examples of absolutism. To do this they supported answers with evidence from the text and relationships drawn from the lesson.

I gave myself a three for "Substantive Conversation." Student conversations shared ideas with their partners and other groups. They had constructive arguments over examples and non-examples. While some classes were able to sustain conversations for the bulk of the class, others struggled. This lesson was a new experience for all of them, and at times I was certainly guilty of controlling the conversation and leading deliberation.

I also gave myself a three for "Connections to the World Beyond the Classroom." To understand checks and balances as well as powers and systems of government, the class made

connections to the current government of the United States. Students compared absolute monarchies to the presidency and branches of the American government. During their assessment students encountered a contemporary example of absolutism, but few made the connection to what they learned in the lesson, although the opportunity was there.

Once again I assigned a three, this time to PASS standard five, ethical valuing. Students made me more aware of absolutism as a value-based issue than I had originally thought. They were extremely interested in the issues of ruling by divine right, and ruling a country without checks or balances. Their disagreement with absolute monarchies inspired their discussion of voting rights and authentic judiciary systems. Many students discussed these same issues during the assessment. They shared honest dislikes for the absolute monarchy of Mswati III of Swaziland based on democratic values.

Using the rubric for scoring the last standard, integration, I gave my lesson a five. No lesson is perfect, but it did incorporate four types of integration, all of which enhanced social understanding and civic efficacy of students. The lesson was interdisciplinary in that students learned historical content while analyzing and building deeper understanding of systems of government and pillars of democracy. While learning new content, students practiced relevant skills like analysis, synthesis, generalization, deliberation, writing, and forming a hypothesis. The lesson also bridged the past and present while connecting several places. Students encountered ancient history, the age of absolutism, and current events. They also encountered examples from Europe, Asia, and Africa, while making connections to the United States. Lastly, the lesson seamlessly used a document camera to enhance learning and integrate technology.

There are several things I would change if I had the opportunity to teach this lesson again. Due to lack of time, assignments that were expected to be completed in class became homework. Without planning for that, worksheets lacked explicit directions. The document camera worked wonderfully, but it limited my mobility and narrowed my action zone. I also need to increase differentiation. Average and lower-ability students were able to succeed while still being challenged. Several high achieving students sped through the lesson and found it easy. I would be sure to have an alternate set of examples that either contains more examples or more challenging readings with critical attributes that are not as easily identified. Lastly, I would alter the assessment. The reading proved to be too difficult for the majority of students. They did not make the connections I was looking for. I would create an easier version to read, and provide more explicit directions and explain my rubric for grading.

Two large issues were raised by my lesson. The first is that I need to manage my time better. Activities took longer than expected. I also did not stick to times that I assigned for each activity. In the end the lesson was not completed. The other issue I learned is that when students are engaged, they will value the lesson and learn the material. For the most part students enjoyed the lesson and demonstrated good behavior, remained on task, and succeeded in the lesson while learning.

Concept Example	Who rules the country?	What power do they have?	Where does their power come from?	Are there any checks and balances?
1	King/Monarch	Controls army and navy Has power over all parts of government Power of taxation	God	No Middle class has no representation
2	King/Monarch	Power to tax people Power to wage war Evoked Edict of Nantes (able to repeal proclamation) Governs all of France	God	No The Estates General is never called up to meet
3	Tsar/Monarch	Controlled Orthodox Church Controlled all Russians Forced nobles to serve govt. Forced peasants and serfs to work.	God	No Has strict control over his nobles
4	King/Monarch	Total control of govt. and military. Abolished legislative branch. Above the law.	God	No Abolished the legislative branch



Concept Example	Who rules the country?	What power do they have?	Where does their power come from?	Are there any checks and balances?
1				
2				
3				
4				

## Examples of Concept

**Directions:** Read the following four examples. After you read each example, go to your blank chart and fill it out. For example, read #1, and answer all four questions on your chart for concept example #1. Once you are done go on to #2 and repeat the same steps until you are finished with example #4.

1.

Like King Ferdinand and Queen Isabella before him, King Phillip II of Spain centralized royal power, making all parts of the government responsible to him. He had complete authority over the government and the lives of the people during his reign from 1556 to 1598. He believed that his authority to rule came directly from God. As a result he saw himself as the guardian of the Catholic Church and made it his personal responsibility to defend the Catholic Reformation. He used his control of the Spanish army and navy to impose the Inquisition against Protestants and heretics. Without representation, the small middle class was heavily taxed by Phillip to fund his wars and build the Armada.

2.

“L’etat, c’est moi,” “I am the state,” said King Louis XIV of France. Louis believed that he was the only one responsible for governing France when he ruled from 1643 to 1715. A tutor to his son once said, “As God’s representative on Earth, the king was entitled to unquestioning obedience. Louis reigned from the most magnificent building in Europe, the palace of Versailles. Full of the finest paintings, statues, chandeliers and mirrors, and surrounded by millions of flowers and plants, Versailles was the perfect symbol of Louis’ wealth and power. During his 72 year reign the Estates General, the legislative body of France, never met once. Without opposition he revoked the Edict of Nantes and taxed his people in order to wage costly wars against the Dutch and English.

3.

After a journey to Western Europe, Peter the Great decided to modernize Russia. To impose his will he became the most autocratic of Europe’s monarchs, believing that his right to rule as Tsar came from God. He centralized his power and brought all Russians under his control, including the Russian Orthodox Church. Peter forced the most powerful nobles, known as boyars, to serve in either the military or state government. Peasants and serfs were required to become soldiers or work on roads, canals, and other government projects. He improved the technology, education and the military of Russia, but in the process tortured and executed thousands of people who challenged his power from 1682 to 1725.

4.

According to the 1665 *Kongeloven* (King’s Law), The monarch of Norway “shall from this day forward be revered and considered the most perfect and supreme person on the Earth by all his subjects, standing above all human laws and having no judge above his person, neither in spiritual nor temporal [secular] matters, except God alone.” After abolishing the legislative branch known as the Rigsraadet, the king was the only person in charge of the country’s affairs. Frederick III ignored the advice of his nobles, and controlled the government and military on his own.

## List of Examples

### Directions:

Read the following four examples below and decide whether or not they are examples of the concept we are studying. Make sure to use the critical attributes and definition of the concept to test the examples. Next to each paragraph write a “yes” if it is an example, and “no” if it is not. If your answer is “no,” write why it is not an example of the concept.

1.

In 1689 King William and Queen Mary became the monarchs of England. Before they were crowned, they accepted the English Bill of Rights which required the monarchy to work with Parliament to govern the country. The monarchs were required to regularly call on Parliament to meet and lost their power to suspend laws. The responsibility of coordinating the countries finances and power to tax were given to the lower house of Parliament, known as the House of Commons.

2.

According to the Mandate from Heaven, the right to rule China is granted by Heaven. The Chinese believed that since there was only one Heaven, there could be only one ruler. Chinese emperors that were part of the Han dynasty referred to themselves as Sons of Heaven, and commanded respect from all their subjects. Chinese law dictated that the emperor’s position could not be challenged by anyone. Emperors handpicked governors and officials in order to centralize their authority and spread their power. Each emperor served as head of state and commander of the army. They chose whether or not to listen to advisors, but had no legislative body to monitor imperial power or prevent abuse.

3.

Saudi Arabia contains one of the last remaining monarchies in the world today. Monarchs are chosen by members of the royal family and approved by Muslim legal scholars in accordance to the Qur’an and Shari’ah (Islamic law). State issues are decided by King Abdullah, along with the Council of Ministers and Consultative Council. With no elections or political parties, it is up to the king to appoint and dismiss members of both councils. At any time the king can choose to dissolve both government bodies. The Council of Ministers is responsible for internal, external, financial, economic, educational, and defense policies, but the king maintains final authority over all state affairs.

4.

In 1922 Benito Mussolini became Prime Minister of Italy. Within several years Mussolini eliminated all conventional and constitutional restraints on his power. In 1928 he outlawed political parties and abolished parliamentary elections. Through his complete control of the military and a massive campaign of propaganda, Mussolini was able to subjugate the minds of the Italian people and create a fascist state. He eventually became dictator of Italy and gained complete control of the Italian government.

# Mswati III, King of Swaziland

Excerpts from the *New York Times*, September 5<sup>th</sup>, 2008

Mswati III is the king of Swaziland, a land of mountainous splendor near the southern tip of Africa. He is famed for extravagant spending that contrasts sharply with his country's widespread poverty.

Mswati III has taken 13 brides; each has received a palace and a new BMW. The king's salary is more than 30 million dollars, and invests in sugar cane, commercial property and a newspaper. Forbes.com recently listed Mswati III as the world's 15th wealthiest monarch, estimating his fortune at \$200 million.

Swazis have enjoyed decades of peace and are rightfully proud of their culture. But poverty has entrapped two-thirds of the people, leaving hundreds of thousands of them malnourished. The country has one of the worst rates of H.I.V. infection in the world. Life expectancy has fallen from 60 years in 1997 to barely half that now. Nearly a third of all children have lost a parent.

Most of Swaziland's 1.1 million people love their monarch. God gave the country to the king, many of them say, and the king was given to the people by God. Mswati III's father, Sobhuza II, also liked to marry. It was said that he took 70 wives, though some put the number as high as 110. Sobhuza II was king when the nation became free from British colonialism. The country was left with a constitution but Sobhuza II did not abide by this document for long. In 1973, he dissolved Parliament and eliminated political parties.

In 2005 Mswati III signed a new constitution. It was a peculiar document, guaranteeing individual liberties with one hand and preserving the monarchy's power with the other. The king would continue to appoint the prime minister and members of the governing cabinet and the judiciary.

In the summer of 2008, frustration over the king's extravagance increased over the scale of a giant festival, the 40-40 Celebration, so-named to honor the king's 40th birthday and the nation's 40th year of independence. To prepare for the event, a new 15,000-seat stadium was built and a fleet of top-of-the-line BMW sedans was ordered for the comfort of visiting dignitaries. Some 1,500 citizens grumpily marched in protest through the capital after news reports said that several of the queens and their entourages had gone on an overseas shopping trip aboard a chartered plane.

<[http://www.nytimes.com/2008/09/06/world/africa/06king.html?pagewanted=2&\\_r=1&sq=Swaziland&st=cse&scp=2](http://www.nytimes.com/2008/09/06/world/africa/06king.html?pagewanted=2&_r=1&sq=Swaziland&st=cse&scp=2)>.

## Examples of Concept (alternate)

**Directions:** Read the following four examples. After you read each example, go to your blank chart and fill it out. Read #1, and answer all four questions on your chart for concept example #1. Once you are done go on to #2 and repeat the same steps until you are finished with example #4.

### 1. King Phillip of Spain (1556-1598)

- Centralized Royal power by making all parts of the government his responsibility.
- Phillip believed that his authority to rule came from God.
- He saw himself as guardian of the Church and defended the Catholic Reformation.
- Phillip had control of the army and navy, and used them to impose the Inquisition against Protestants and heretics.
- The Spanish middle class had no government representation, and could not avoid being heavily taxed by Phillip to fund his wars and build the Spanish Armada.

### 2. King Louis XIV of France (1643 -1715)

- King Louis XIV is quoted as saying “L’etat, c’est moi,” or “I am the state,” believing he was the only one responsible for governing France.
- “As God’s representative on Earth, the king was entitled to unquestioning obedience.”
- Louis lived in Versailles, the most magnificent palace in Europe. It was full of the finest artwork, chandeliers, and mirrors, and was surrounded by beautiful gardens and forests.
- During his seventy two year reign Louis XIV never called upon the Estates General, the legislative body of France, to meet.
- The king revoked the Edict of Nantes and taxed his people at will in order to wage war against the Dutch and English.

### 3. Peter the Great (1682-1725)

- Peter the Great is credited with modernizing Russia after a return to his country from Western Europe.
- As Tsar of Russia, Peter is known as one of the most autocratic monarchs in Europe.
- He believed that his right to rule came from God.
- In order to centralize his power, he brought all Russians under his control, including the Orthodox Church.
- He forced nobles known as boyars to serve in either the military or state government.
- Peasants and serfs were required to work on roads, canals, government projects or serve in the military.
- In the process of improving Russian technology, education, and military, Peter executed thousands of people who challenged his power.

### 4. King Frederick III (1648-1670)

- In 1665 Frederick passed the King’s Law which stated that he and his successors would be revered and considered the most perfect and supreme person on earth by all subjects.
- According to his law he stood above all human laws and judges in spiritual and secular matters except God Alone.
- He ignored the advice of nobles, took complete control of the government and military and abolished the only legislative branch known as the Rigsraadet.

## List of Examples (alternate)

### Directions:

Read the following four examples below and decide whether or not they are examples of the concept we are studying. Make sure to use the critical attributes and definition of the concept to test the examples. Next to each paragraph write a “yes” if it is an example, and “no” if it is not. If your answer is “no,” write why it is not an example of the concept.

1.

- King William and Queen Mary become rulers of England in 1689.
- Before they are allowed to rule, they have to accept the English Bill of Rights.
- According to the Bill of Rights, the king and queen have to share power with Parliament.
- The monarchy was required to call on Parliament to meet, and turned over its power to suspend laws.
- The king and queen lost control of the kingdom’s finances and the ability to tax the nation, and gave control to the lower house of Parliament, the House of Commons.

2.

- As a monarchy, emperors ruled China by rights granted in the Mandate from Heaven.
- The Chinese believed that there was only one Heaven, thus there could be only one ruler.
- As “Sons of Heaven,” the Han dynasty commanded respect from all subjects.
- According to law, the emperor’s position could not be challenged by anyone.
- Emperors handpicked governors and all officials to centralize authority.
- Each emperor was also head of state and commander of the army, and ruled without a legislative body to monitor imperial power or prevent abuse.

3.

- One of the last remaining monarchies in the world exists in Saudi Arabia.
- Monarchs are chosen by members of the royal family and approved by Muslim legal scholars in accordance to the Qur’an and Shari’ah (Islamic Law).
- There are no elections or political parties.
- King Abdullah decides all state issues along with the Council of Ministers and Consultative Council.
- The king appoints all members of the councils, and can dismiss them at will.
- King Abdullah also has the power to dissolve both councils and eliminate their positions.
- The king maintains final authority over all state affairs.

4.

- Benito Mussolini became Prime Minister of Italy in 1922.
- He eliminated all constitutional restraints on his power within a few years.
- In 1928 he outlawed political parties and abolished parliamentary elections.
- He used his control of the military to control the Italian people and create a fascist state.
- He eventually became dictator of Italy and gained total and complete control of the Italian government.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Block: \_\_\_\_\_

## Concept Formation Notes

**Directions:** Please fill out the worksheet below after reading “Examples of Concept” and completing your chart. Work on each section as instructed. Do not go ahead of the teacher.

Please list at least four **differences** between the examples you just read.

1. Locations/countries
2. years/length of reign
3. Names of legislative bodies/lack of legislative branch of government
4. Religion-some are Catholic, some are Orthodox
5. Rulers had different priorities- inquisition, modernization...

Please list at least four **similarities** between the examples you just read.

1. All the countries are ruled by kings/monarchs
2. The government lacks a system of checks and balances on the power of the ruler
3. They all believe their power comes from God
4. Centralized power in the monarchy
5. European countries, control of military, strong influence on the church, male rulers...

### **Critical Attributes:**

1. Rule by divine right
2. Political sovereignty: centralized control of all aspects of government including economy, war, domestic, and foreign affairs.
3. No checks and balances

**Definition:** All of the examples you read are examples of a concept. How would you define this concept? Write a definition in one sentence below and be sure to include your critical attributes.

This concept refers to a form of monarchy in which political sovereignty and government power is located in a monarch who rules by divine right without any checks or balances.

**Label:** Absolutism

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Block: \_\_\_\_\_

### Concept Formation Notes

**Directions:** Please fill out the worksheet below after reading “Examples of Concept” and completing your chart. Work on each section as instructed. Do not go ahead of the teacher.

Please list at least four **differences** between the examples you just read.

- 1.
- 2.
- 3.
- 4.
- 5.

Please list at least four **similarities** between the examples you just read.

- 1.
- 2.
- 3.
- 4.
- 5.

**Critical Attributes:**

- 1.
- 2.
- 3.

**Definition:** All of the examples you read are examples of a concept. How would you define this concept? Write a definition in one sentence below and be sure to include your critical attributes.

**Label:**



## **Frederick the Great-King of Prussia**

### **Early Life**

Born Frederick Wilhelm, he became Frederick II after inheriting the throne from his father in 1740. His father and family spent much of their lives creating one of the best-trained armies in all of Europe. It was once said that “Prussia is not a state which possesses an army, but an army which possesses a state.” The most powerful nobles in Prussia, known as Junkers, had the highest positions in the army. Frederick had no choice but to pursue a military career.

From a very early age Frederick was trained in the art of war. His father hired a tutor to make his son love the profession of a soldier and believe that nothing else in the world could bring a prince fame and honor except warfare. He was forced to read many military books, participate in military drill and training, and set up miniature armies and conduct fake battles with toy soldiers.

Frederick had a problem; he did not want to be a soldier. He preferred to play the flute and write poetry. He loved music, the theatre, and French literature. These pursuits were unacceptable to his father, and he decided to run away. When his plan was discovered he was thrown in prison and forced to watch a friend who helped plan the escape, lose his head.

### **Military Success**

Frederick gave in to his father’s demands and continued his military education. When his father died he became king and began a successful military career. He invaded Silesia, part of the Austrian Empire, and began the War of Austrian Succession where his harsh military training took effect. During the Seven Years War (1756-1763), he was able to defeat Austria, Russia, Sweden, Saxony, and France. He later controlled a portion of Poland and ended Austrian dominance over the German States. He made brilliant use of his disciplined army, expanded Prussian territory, and forced all to accept Prussia as a great power. His exploits earned him the name Frederick the Great.

### **King and Administrator**

As ruler of Prussia, Frederick controlled all aspects of the government, and closely monitored his officials. His many accomplishments included increasing the size and efficiency of the army, improving agriculture, introducing manufacturing, abolishing serfdom, developing a better education system, and introducing the potato. He believed in religious tolerance, abolished torture and capital punishment, and contributed to *The Academy of Sciences*.

# GOOD MORNING! ☺

## Today's Bell Ringer

### Directions:

Please take out a blank sheet of lined notebook paper and copy down the three questions below. Leave space to write a short answer of a sentence or two for each question.

- You will answer the three questions below after you have looked at and analyzed a painting which will be displayed on the board.
- Please turn in your answers after you are finished. This should take you about **5-7** minutes to complete. Remember your answers do not need to be long.

### QUESTIONS:

1. Who is in the painting?
2. What do you think is going on in the painting? Take note of the background.
3. What is the message of the painting? For example, why did the author paint this?

