Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chapter 21 Age of Absolutism**

During the 1450s-1750s, most European countries were headed by a powerful monarch (king, queen, tsar, or emperor) who sought to consolidate (join) all the power and control it. This time period would become known as the Age of Absolutism and would be one filled with all of the following: religious conflicts, scandals, greed, growth, wars, and power shift dynamics. Most of these leaders worked to develop their countries efficiently and positively, yet some would abuse their position and its wealth for themselves at the expense of their citizenry.

**Your task:** You are to write an argumentative essay where you take one of the two following positions and you use AT LEAT TWO MONARCHS and explain what they did to support your claim.

* **Claim 1:** In general, absolute monarchs were more helpful in the development of their nations than harmful.
* **Claim 2:** In general, absolute monarchs were more harmful in the development of their nations than helpful.

***The one you agree with will become your claim; the one you disagree with will become your counterargument.***

**What your essay must include:** You will organize your thoughts on a **TREE MAP** first that will be done entirely in class as well as using the Absolutism cause and effects chart on pg. 594 to create a **MULTI FLOW MAP**. You will be allowed to use these maps plus your notes for Chapter 21 Sections 1-5. The quality of your thinking map will count towards your essay question grade.

* **Introduction:**

**Absolute monarchs to choose from:**

* Philip II
* Louis XIV
* Louis XVI
* Ivan the Terrible
* Peter the Great
* Frederick II
* Maria Theresa
	+ Opening sentence (do not copy mine)
	+ Definition of absolutism
	+ Explanation of where the kinds belief their absolute comes from (how do they justify it)
	+ Clear claim plus mention of two monarchs you chose [these will be your two arguments]
* **Body paragraph 1:**
	+ Introduce your first argument
	+ Introduce your ruler (who he/she was, from where, when did he/she rule)
	+ Explain some examples of what he/she did to support your claim
	+ Explain your reasoning {think of it as “so what does it mean?”}

**Were to get information from:**

* Section 1-5 Notes
* Textbook
* Primary sources we have read: Louis XIV and Peter the Great
* Characteristics of an absolute monarch web pg. 76 of IWHN
* Age of Absolutism multi-flow map pg. 68 of IWHN
* **Body paragraph 2:**
	+ Introduce your first argument
	+ Introduce your ruler (who he/she was, from where, when did he/she rule)
	+ Explain some examples of what he/she did to support your claim
	+ Explain your reasoning {think of it as “so what does it mean?”}
* **Body paragraph 3:**
	+ Explain the counterargument and support it (prove it) using at least one absolute monarch and examples of what they did
	+ Explain why your claim is more valid than the counterclaim
* **Conclusion:**
	+ Explain two effects of absolutism
	+ Restate your claim and your main arguments

**\*Your thinking map will be collected with the essay portion. Make sure you use everything in your disposal (thinking maps, notes) to create a well formed and coherent essay.**

**How you will be graded:**

* **Thinking maps:** 4 points each (8 points total)
* **Essay:** 12 points
* B will count for: opening sentence, definition of absolutism, explanation of absolute power, effects of isolationism, stating claim and counterclaim
* C will count for: definition your two monarchs, explaining what the two monarchs did, proving your counterclaim, disproving your counterclaim

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|

|  |
| --- |
| **Ideas** |
| **Key Question: Does the writer engage the reader with fresh information or perspective on a focused topic?** |
| **Not Proficient** | **Proficient** |

 |
|  | **1-Beginning** | **2-Emerging** | **3-Developing** | **4-Capable** | **5-Experienced** | **6-Exceptional** |
| B | Development and support of main idea are not evident | Development and support of main idea are based on limited, faulty, or unclear information and/or details | Development of main idea is limited or has incidental support, lacking in specificity and relevance; some details emerge, one or more alternate claims may be acknowledged, but not fully developed | Development of main idea(s) is/are adequate, with generally accurate and relevant supportive information and/or details; one or more alternate claims are addressed | Development of main idea(s) is/are convincing with specific, relevant supportive information and/or vivid details; alternate claims are addressed and examined thoroughly | Development of main idea(s) is/are thoughtful with compelling, supportive information and/or details that create clear pictures for the reader; alternate claims are thoroughly examined or addressed in original ways to enrich the author’s claim |
|  | **1-Beginning** | **2-Emerging** | **3-Developing** | **4-Capable** | **5-Experienced** | **6-Exceptional** |
| C | Author does not demonstrate evidence of original approach to topic | Author generalized about the topic/main idea(s) without providing logical connections among supporting ideas | Author begins to develop supporting ideas, but they lack clarity and obvious logical connections | Author presents useful information that helps the reader understand the author’s reasoning/logic and perspective | Author presents fresh information or perspective with logical reasoning that clarifies complex ideas | Author communicates clear, logical reasoning that introduces unique insights into complex ideas |

**How Chapter 21 Testing Will Happen:**

* Day One: Chapter 21 Vocabulary and Important People Quiz
* Day Two: Fill our Essay tree map and begin Argumentative Essay