

## DBQ2: Views of Absolutism

**WebQuest Description:** Documents that reveal different reactions to absolutism

**Grade Level:** 9-12

**Curriculum:** Social Studies

**Keywords:** Jacques Benigne Bossuet, Bishop of Meaux, Louis XIV, Catherine the Great, Charles I, divine right of kings, absolutism

**Published On:** 2013-12-29 18:52:07

**Last Modified:** 2013-12-29 00:26:43

**WebQuest URL:** <http://zunal.com/webquest.php?w=226266>

### Introduction

These documents reveal different reactions to absolutism, a dominant political theory in the 1500s through 1700s in parts of Europe.

### Tasks

**DOCUMENT BASED QUESTIONS** Create a DOCUMENT in Google Drive and name it DBQ2-Views of Absolutism. Put your responses to the questions that show up for each document here. Study the selections and answer the questions that accompany each document. After you have studied all the documents, you will be asked to create a PRESENTATION using GOOGLE DRIVE supporting or criticizing absolutism. You will need to use evidence from these selections and from our study to support the position you take in your essay.

### Process

This English cartoon shows Catherine the Great being offered the cities of Warsaw and Constantinople by the devil. The title is "Queen Catherine's Dream." Catherine claimed to be fighting the Turks to free Constantinople and the Ottoman Empire from Muslim rule. The English had a different view. They accused her of simply wanting more territory. Document 1a. What elements of the cartoon suggest that the cartoonist is suspicious of Catherine's motives? b. How does the cartoon reflect the history of absolutism in England, in contrast to its history in Russia?

Louis XIV chose the sun as his emblem because of the "unique quality of the radiance...the good it does in every place." He believed that "the profession of king is great, noble, a fount of delight" and that "God who made you king will give you the necessary guidance." The golden emblem shown here is from Versailles, the elaborate palace that Louis built outside the city of Paris. (Other images of Versailles are below) Document 2a. Why do you think Louis chose this emblem? Is it an appropriate emblem for Louis XIV? b. What do you think the effect of this emblem might have been on the people who saw it at Versailles?

Jacques Benigne Bossuet, Bishop of Meaux, served as tutor to the French heir to the throne. Bossuet strongly supported absolutism in this excerpt from his treatise titled Politics Derived from Holy Writ. We have already seen that all power is of God...Rulers then act as the ministers of God and as his lieutenants on earth. It is through them that God exercises his empire...The royal throne is not the throne of a man, but the throne of God himself...Note what is said in Ecclesiasticus: "God has given to every people its ruler."...He therefore governs all peoples and gives them their kings...But kings, although their power comes from on high,...must employ it with fear and self-restraint, as a thing coming from God and of which God will demand an account...God is infinite, God is all. The prince, as prince, is not regarded as a private person: he is a public personage, all the state is him; the will of all the people is included in his. As all perfection and all strength are united in God, so all the power of individuals is united in the person of the prince. Document 3a. On what basis does Bossuet justify absolutism? b. Does Bossuet think there are any limitations on the king's power? Why or why not?

Here British historian Conrad Russell expresses his views on the limitations that monarchs faced. The belief that it was the duty of a ruler to enforce uniformity in the true religion was one which caused difficulties...Phillip II in the Netherlands failed in this task for reasons not altogether different from those of Charles I. Both felt themselves obliged to fight rather than give up the struggle...For him, [Charles] then, the problem of religious unity was one of unity between kingdoms...On this point, Charles's Scottish opponents agreed with him. They too thought that unless there was unity of religion and church government between England and Scotland, there would be permanent instability... Charles, moreover, did not only have a King of

England's resistance to Scottish notions of Presbyterianising England: he also had to view such a proposal through the eyes of the King of Ireland. A religious settlement in which it would have been a key point that no papists (Catholics) were to be tolerated would hardly have led to stability in Ireland...Of all the participants in the crisis of 1640-42 (English Civil War), Charles was the only one whose position forced him to a genuinely British perspective. Document 4a. What limited Charles I's choices? b. How does the writer view Charles I's decisions?

Create an entry in your KID BLOG. Give the title DBQ 2- Views of Absolutism Do the following in that entry. People held different views on the proper role of the monarch and the limits of royal authority. Using the documents above and information from the chapter, form a thesis that supports a role for absolute monarchy or argues for limits on royal power. Consider if there were both benefits and hazards of absolutism. Then create a PRESENTATION using Google Drive (a digital version of the example below) supporting your position. Be sure to include: 1. THESIS STATEMENT 2. SUPPORT FOR YOUR THESIS (Check out the files below before you begin) The LAST file is an example of using DOCUMENTS to create a THESIS statement and then supporting it. Check it out.

## Evaluation

Criterion D: Thinking critically Maximum: 8 You should be able to: analyze concepts, events, issues, models and/or arguments make connections between information to make valid, well-supported arguments.

Category and Score					Score
				Total Score	

## Conclusion

The abuses of absolutism laid the groundwork for bringing about the period of Revolution, that is still changing our view of individual rights and limits on government power.

## Teacher Page

Mr. Beavers has worked at JT Moore Middle School through 2013. He joined the faculty of Hillsboro Comprehensive High School in the Fall of 2013 as a member of the Freshman Academy. Mr. Beavers is originally from Florence, Alabama where his family now lives, but grew up in Columbia, Tennessee graduating from Columbia Academy. He has lived in Nashville since 1986.

### Standards

### Credits

The questions for the documents in this web quest were created by Holt, Rinehart and Winston. This web quest may not be used for commercial purposes.

### Other