| **MWH Unit 3 Intellectual Revolutions and Political Philosophies** | |
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| **Unit Overview:** During the period of 1450-1815, the world experienced many changes as countries expanded, leading to increased interactions between different groups of people, new economic systems and innovation. These changes led to new ways of thinking that challenged previously held ideas. This unit encourages inquiry into different forms of government throughout the world as well as events that led to the rise of new types of governments. This unit also asks students to investigate the Scientific Revolution, the Enlightenment, and the Protestant Reformation and their impact on peoples’ views of science, society, and religion. | |
| **Overarching Inquiry Question** | |
| How did new ways of thinking challenge traditional cultural and political norms?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| Foundations of Government and State Building  Innovation, Revolution, and Change  Cultural Development and Interaction | |
| **Skills Emphasis at a Glance** | |
| Comparison  Contextualization  Evidence (i.e.: primary and secondary sources)  *Teacher note: While the skills listed are the skills that match the indicators covered in this unit, this unit plan will likely cover other skills listed for Modern World History.* | |
| **Standards(s)** | |
| **MWH Standard 2: Demonstrate an understanding of the effects of commerce, innovation, and expansion on global affairs and interactions during the period of 1450-1815.**  MWH.2.CO Compare and contrast the philosophies and practices of absolutism to the philosophies and practices of constitutional democracies.  MWH.2.CX Contextualize the impact of the Scientific Revolution and Enlightenment in expanding global interactions in commerce and innovations.  MWH.2.E Utilize a variety of primary and secondary sources to analyze multiple perspectives on global interactions.  *Teachers can refer to the MWH Alignment Guide for an additional description of each standard.* | |
| **I Can Statement(s)** | |
| * I can define the characteristics of a revolution. * I can describe how the Protestant Reformation challenged social, cultural, and political norms. * I can compare absolute and constitutional governments. * I can explain the relationship between the Scientific Revolution and the Enlightenment. * I can create and support an argument in response to the inquiry question: how did new ways of thinking challenge traditional cultural and political norms?   *Teachers can adjust the suggested “I Can” statements as needed for their classrooms.* | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  ***Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence*** |
| * To get students thinking about how political and cultural norms change, the students will brainstorm what they think political and cultural norms are right now. Students will also ponder what they think of when they think of traditional political and cultural norms. After students have time to gather their thoughts, the students will participate in a brief whole group discussion to share their opinions.   **I can define the characteristics of a revolution.**   * Students will participate in a “think-pair-share” activity to come up with a class definition of a revolution. This class definition of a revolution will be displayed or available in some capacity for students to reference throughout this unit because at the end of the unit, students will decide if the events examined throughout this unit qualify as revolutions based on the class definition.   **I can describe how the Protestant Reformation challenged social, cultural, and political norms.**   * Next, the students will read the article, [“7 Ways the Printing Press Changed the World”](https://www.history.com/news/printing-press-renaissance) from the History Channel. In reading this article, the students will be able to recall prior knowledge from Unit 2 by seeing the effects the printing press had on the Renaissance. Students will also be able to see how the printing press was not only a crucial factor in the Protestant Reformation, but they will also be able to see how the printing press was influential in both the Scientific Revolution and the Enlightenment, which is covered later on in this unit. Additionally, this article provides some brief context for the Industrial Revolution, which will be covered in Unit 5.   + After reading the article, the students will write a quick response to the following question: how did the printing press aid the Protestant Reformation? * Once the students understand the significance of the printing press, students will watch the following video: [“Introduction to the Protestant Reformation: Setting the stage”](https://www.khanacademy.org/humanities/world-history/renaissance-and-reformation/protestant-reformation/v/protestant-reformation-1) from Khan Academy. This video will allow students to gain an understanding of how the Protestant Reformation came to fruition. While watching, students will write down notes about the following topics:   + The Catholic Church’s idea about salvation   + The role of the Catholic Church in people’s everyday lives   + What sacraments are   + Define the term indulgences   + The value of a “good work”   + Martin Luther’s issue with the selling of indulgences   + What Martin Luther did to express his disapproval over the sale of indulgences   + The root of the words Protestant Reformation. * The notes the students take from this video are important because they will be directly referenced and used for the next step in this sequence. * After students have watched the introductory video and with their notes from the video, the students will be broken into groups of three to examine three Protestant religions. Each student in the group of three will be responsible for researching one of the religions.   + Lutheranism   + Calvinism   + Anabaptists * For each assigned religion, the student will research the following information listed below. While researching, the students will fill out a graphic organizer that has these categories listed to help them organize their research.   + Role of the Church, priests and the pope (in relation to people’s lives or the religion as a whole)   + Who can interpret the Bible?   + Ideas about Salvation   + Ideas about sacraments: baptism, good works, penance   + Where did these religions develop and spread to in Europe?   + In what ways did the beliefs of this religion challenge the Catholic Church? * Once students have completed their research, they will share their findings with the rest of their group. As students are sharing their information, they will be focusing on how the three Reformation religions challenged the Catholic Church. * After students have had time to share their research and discuss the challenge to the Catholic Church, students will brainstorm ideas to the following question: How do you think the Catholic Church responded to challenges brought about by the Protestant Reformation?   + After students have had time to brainstorm their ideas and share them out as a class, the students will watch this video about the [Catholic Counter-Reformation](https://www.khanacademy.org/humanities/world-history/renaissance-and-reformation/protestant-reformation/v/introduction-to-the-protestant-reformation-the-counter-reformation-4-of-4) from Khan Academy.   + Following the video, students will discuss as a class the similarities and differences between their predictions and the actual responses from the Catholic Church. * Now that students have a good understanding of the Protestant Reformation, the students will look at the Thirty Years War as an effect of the Protestant Reformation. Students will watch this [video](https://www.youtube.com/watch?v=Ej7eFLgFzN4) from Feature History about the Thirty Years’ War. While watching the video, the students should take notes on the following topics: Peace of Augsburg, the four phases of the war, the role of religion throughout the war, and the Peace of Westphalia. * To end this inquiry, students will explain how the Protestant Reformation challenged norms of the time period. The students will demonstrate this knowledge by completing a short written exit ticket.   **I can compare absolute and constitutional governments.**   * After students have an understanding of the Protestant Reformation, the students will examine the following two forms of government: absolutism and constitutional democracy. * To accomplish this, students will examine the following primary sources to assess what the guiding principles and/or philosophies were for both absolutism and constitutional democracies. While examining both of these documents the students will complete a Venn diagram noting similarities and differences between these two styles of governments.   + - Absolutism:       * England-[James I, On the Divine Right of Kings](https://wwnorton.com/college/history/ralph/workbook/ralprs20.htm) from WW Norton     - Constitutional Democracies:       * Iroquois Confederacy- [Great Law of Peace](https://www.learningtogive.org/sites/default/files/handouts/Excerpts_from_the_Constitution_Iroquois_Nations.pdf) * After students have examined the basic principles/philosophies of both absolutism and constitutional democracies, students will research several leaders that are considered examples of absolutism or a constitutional democracy.   + **Absolute Monarchs**     - France:       * Louis XIV     - Russia       * Peter the Great     - The Ottoman Empire:       * Suleiman the Great     - Japan:       * Ieyasu-Tokugawa Shogunate   + **Constitutional/Limited Government Leaders**     - Hiawatha-Iroquois Confederacy * While researching the various leaders, the students will be researching to answer the following question: how are they an example of an absolute monarch or a leader of a constitutional democracy?   + To help students answer that question they will research the political, social/cultural, economic policies of that ruler. * Once students have had time to complete their research, the students will share their answers with the class through a brief class discussion. * After the students understand these two forms of governments, students will complete a case study on England by looking at the Glorious Revolution: England’s transition from an absolute monarchy to a constitutional monarchy. While investigating the students will want to think about the following question: Why did England shift from an absolute monarchy to a constitutional monarchy, while most of Europe and many other major countries around the world maintained an absolute style of government? Students will review these [key dates](https://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/keydates/) of the Glorious Revolution from the UK Parliament with a partner and discuss the key events that led to the Glorious Revolution. * In addition students will examine the English Bill of Rights that is a direct product of the Glorious Revolution. While examining the [English Bill of Rights](https://avalon.law.yale.edu/17th_century/england.asp) from Yale, students will annotate the document, highlighting and making notes about what aspects of the document show which rights citizens will have and how the king must share power with Parliament. * To wrap up the activity, the students will complete an exit ticket that answers the following question: Why did England shift from an absolute monarchy to a constitutional monarchy, while most of Europe and many other major countries around the world maintained an absolute style of government?   **I can explain the relationship between the Scientific Revolution and the Enlightenment.**   * Before students begin to investigate the figures and accomplishments of the Scientific Revolution and the Enlightenment, they will gain background knowledge about these intrinsically linked intellectual revolutions. * Students will understand the basics of the Scientific Revolution by reading [this overview](https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-scientific-revolution/) from Lumen Learning. After reading, students should briefly and informally discuss in small groups. * Students will understand the basics of the Enlightenment by completing the guided reading [“The Enlightenment: An Overview’](https://www.activelylearn.com/catalog-text/teaching-the-enlightenment-an-overview) from Actively Learn. Teachers should have students discuss what they’ve learned briefly and informally before proceeding into the next activity * After having a basic understanding of both the Scientific Revolution and the Enlightenment, the next things students will do is investigate the main historical figures of both the Scientific Revolution and the Enlightenment. Students will each be assigned a prominent figure from one of the events. Students will research their assigned historical figure with the end goal being for them to participate in a social gathering where the greatest minds of the time are gathered together to discuss:   + their greatest contributions--inventions, theories, philosophies, books, etc.   + their significance to their respective event   + did they face any backlash or consequences as a result of their beliefs/inventions * In addition to this information, students will also write down notes about biographical information about their assigned person:   + where they were born and died   + what kind of education they had, etc. * This information will help the students while they participate in the social gathering later on in this sequence. * **Suggested Scientific Revolution historical figures:**    + - Francis Bacon     - Nicolaus Copernicus     - Galileo Galilei     - Isaac Newton     - Johannes Kepler     - Andreas Vesalius     - Robert Boyle     - Margaret Cavendish * **Suggested Enlightenment thinkers:**   + - John Locke     - Thomas Hobbes     - Denis Diderot     - Montesquieu     - Jean Jacques Rousseau     - Voltaire     - Beccaria     - Mary Wollstonecraft     - Olympe de Gouges * After the students have completed their research on their assigned person, they will come together for the social gathering at the direction of the teacher. The students will mingle with their colleagues and learn about their major contributions and their significance to either the Scientific Revolution or the Enlightenment. While participating in the social gathering, the students will be taking notes on a chart divided between the Scientific Revolution and Enlightenment figures. * After students have mingled and taken their notes, the students will return to their seats and they will complete a debrief writing assignment. Students will need to: first, create a list of the top five inventions, theories, philosophies, etc. they learned about during the social gathering event. * After that list is completed, the students will answer the following question: What is the relationship between the Scientific Revolution and the Enlightenment? * After the students have an understanding about the major revolutions covered throughout this unit, the Protestant Reformation, the Scientific Revolution and the Enlightenment, students will need to recall the class definition of a revolution. Students will need to use this to determine whether or not they believe the three revolutions covered in this unit were actually a revolution. This will be accomplished by a four-corners activity. Students will be asked if each event should be considered a revolution and will move to the corner they agree with: strongly agree, agree, strongly disagree, disagree. When called upon to share why they are standing where they are, students will use evidence from this unit to support their response.   **I can create and support an argument in response to the inquiry question: how did new ways of thinking challenge traditional cultural and political norms?**   * Teachers will guide students through the argument writing process. Students should be given time to review their notes and classwork from this unit as well as time to research a topic they want to use to answer the question and find supporting evidence in primary and secondary documents. Students should be given time in class and on their own to construct a rough draft and then engage in a peer review process before constructing a final draft.   + Students may find a research organizer or outline template helpful in organizing their thoughts and ideas. Requiring students to submit a rough draft before a final draft would highlight the importance of reviewing and revising work. | *As students work through this unit they will employ several social studies skills. Here are some suggested resources if you would like some guidance on how to instruct students in using these skills:*   * *From Robeson County public schools, here is a resource on* [*comparison*](https://www.robeson.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=39850&dataid=53759&FileName=compare%20and%20contrast%20mini%20lesson.pdf) * *From New Visions, here is a resource on* [*contextualization.*](https://curriculum.newvisions.org/social-studies/course/getting-started/teaching-and-learning-new-visions-social-studies-curriculum/what-contextualization/) * *From Library of Congress, here is a resource on* [*evidence - primary sources*](http://www.loc.gov/teachers/usingprimarysources/) * *From Best Custom Writing, here is a resource on* [*evidence - secondary sources*](https://www.bestcustomwriting.com/blog/how-to-use-secondary-sources)*.* * This activity could be done as a whole group share out activity, or the teacher can have the students write their ideas down. The teacher should adjust the strategy based on their students. * Note: The idea of questioning and defining what are characteristics of a revolution will come up again in Unit 4 when students examine the American, French, Haitian and Latin American Revolutions. * Depending on the needs of the students, the teacher may find it beneficial to have students in groups create consensus circles prior to sharing as a whole class to spur some more discussion and justify their thoughts. If a teacher needs a resource on how to use a consensus circle, they can consult [this resource](http://www.rcsthinkfromthemiddle.com/consensus-circle.html) from Think from the Middle. * Teachers may feel their students need a review of feudalism and the role of the Catholic Church in people's everyday lives. This foundational information will allow students to better understand the significance of the Protestant Reformation splitting from the Catholic Church. Students should be recalling this information about the Catholic Church from information covered in Units 1 and 2. * If the teacher is not able to show the video, they can have students read this [article](https://www.khanacademy.org/humanities/world-history/renaissance-and-reformation/protestant-reformation/a/an-introduction-to-the-protestant-reformation) from Khan Academy. *Please note that this article does cover information that would be covered in the next step of the sequence. The teacher should instruct their students to only read the article through the Indulgences section.* * The teacher may wish to create a graphic organizer to assist the teachers in getting all of this information from the video. * An alternative activity to introduce and review the major events and groups of the Protestant Reformation can be achieved through this [interactive map activity](https://www.esri.com/content/dam/esrisites/en-us/media/pdf/4-reformation-worldhistory-geoinquiry.pdf) from Esri GeoInquiries™. Note that the worksheet linked here has the answers next to the questions. The teacher will want to create their own worksheet based off of this worksheet. * If teachers wish to dive more into Martin Luther himself, they could have students view the PBS documentary titled [Martin Luther: Driven to Defiance](https://video.nhpbs.org/video/empires-martin-luther-driven-to-defiance/). The documentary focuses on the different stages of Martin Luther’s life, leading up to the creation of his 95 Theses. As students watch, they will take notes on the four stages of his life, focusing on his experiences and how each stage impacted him. * The teacher may wish to have a short class discussion about the video there to ensure that all students understand the origins of the Protestant Reformation and the main beliefs and influence of the Catholic Church before moving onto the next step of the sequence. * For the question: In what ways did the beliefs of this religion challenge the Catholic Church? The ways in which these religions challenged the Catholic Church can be both spiritual challenges or differences and a challenge to the Catholic Church and the role in people’s everyday lives. The teacher may wish to make this clear to the students while they are researching their respective religion. This will help bring clarity to the next step in the sequence. * If time permits, teachers may want to draw attention to the extension of this religious conflict in England - Henry VIII’s split from the Roman Catholic Church. [This resource](https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/3) from BBC Bitesize gives a brief background of Henry VIII’s split from the church and what happens to the church after his death. [This reading](https://www.historylearningsite.co.uk/tudor-england/the-reformation/) from History Learning site is great for readers who are a few years below grade level. [This narrative](https://www.history.com/news/henry-viii-divorce-reformation-catholic-church) from history.com looks at Henry’s establishment of the Church of England from a pragmatic point of view, highlighting the king’s own internal loyalty to the Catholic religion. * This would be a good time to have students participate in a class debrief led by the teacher so the teacher can assess if everyone understands the basics about each religion as well as its challenges to the Catholic Church. * Religious wars were a major side-effect of the Protestant Reformation. Instead of having students look at each one, they will examine one, the Thirty Years’ War. The Thirty Years’ War is not only important to examine because it is a major effect of the Protestant Reformation, but it also changed the way Europe handled diplomacy and peace treaties. * The video could be assigned using [Edpuzzle](https://edpuzzle.com) which allows teachers to embed guided questions throughout the video. * While the list provided in the Unit Sequence for absolute and constitutional/limited governments as well as those listed in the MWH Alignment guide provide numerous examples of governments and leaders that can be covered during this unit; not all of those examples need to be included in this unit. ***There needs to be a balance between European and non-European examples.*** * Depending on the needs of the students, the teacher may want to have students read this [article](https://www.scholastic.com/teachers/articles/teaching-content/government/) on various forms of government from Scholastic to help students who struggle with analyzing primary sources. * If the teacher wishes to have another example of a resource for an absolute government, they could have their students read this article about the [Mandate of Heaven](https://www.ancient.eu/Mandate_of_Heaven/) from the Ancient History Encyclopedia. * Note that the standard lists representative governments as a form of government. This form of government will be examined in Unit 4 with the American Revolution. If the teacher wants a preview of this style of government they could have students review the United States Articles of Confederation and the US Constitution. * Please see the subsection *Absolutism and Constitutional Resources* in the **Additional Resources** section for a list of suggested resources to provide to students. * The teacher may need to provide some context for the Glorious Revolution by reminding students of the Protestant Reformation and how issues between Protestants and Catholic drove wedges between people. If the teacher needs some resources about the context of the Glorious Revolution, the UK Parliament website has some [resources](https://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/). * By having students record this information about citizen’s rights and the shared power between the king and parliament in England, they will be accomplishing two things: first, they will be to see how England challenged an absolute style government; second this is an introduction to Enlightenment ideas that will be covered in the next I Can Statement. * The teacher may need to help students with annotating this document. The teacher may also want to consult this resource on [Annotating and Paraphrasing](https://www.facinghistory.org/resource-library/teaching-strategies/annotating-and-paraphrasing-sources) from Facing History and Ourselves. * The teacher may wish to use the exit ticket as the formative assessment for this portion of the unit sequence, or the teacher may choose to give a different formative assessment after students examine absolutism and constitutional governments. The teacher can use the results from the formative assessment to reteach any concepts that students still may be unclear on. * Teachers may want to modify the Lumen Learning article for student reading by reformatting and/or removing the “key takeaways” part. * If the teacher and students have not already created accounts on Actively Learn, they will need to do so to complete activity. Alternatively, teachers could assign students to read [this article](https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/the-age-of-enlightenment/) on the Enlightenment from Lumen Learning. The article is a high Lexile level and may need to be modified by the teacher. Teachers could also use [this video](https://www.youtube.com/watch?v=NnoFj2cMRLY) from Crash Course. * While the list provided for the historical figures of the Scientific Revolution and the Enlightenment is vast, the teacher can add or remove names as they see fit. * As a possible extension activity, students could compare how enlightened were the Enlightened Despots of Europe: Joseph II, Catherine the Great, Frederick the Great, and Maria Thersea. Teachers could also show students this video on [Enlightened Monarchs](https://www.youtube.com/watch?v=k108xCzJhbs) from Crash Course World History. * As a possible extension or alternative activity, students could do an in-depth study and annotated illustration or model on one invention, innovation, or discovery of the Scientific Revolution period. After students review background on the revolution as a whole, students can choose a particular invention/discovery and study it more closely. Students could create an illustration or model of one of the inventions/discoveries of the Scientific Revolution; alongside of it, students could write a short paper detailing the context of the invention/discovery (what life was like before it and what led to it), the invention/discovery itself, including the person responsible and the field it was in, and the effects of the invention/discovery on society. * As a possible extension activity, students could read the few chapters of [*Why Europe?*](https://www.academia.edu/2814932/Why_Europe) by Jack Goldstone that corresponds with the Scientific Revolution. These chapters have students think about why the Scientific Revolution happened in Europe even though non-white societies had been making significant scientific discoveries well before Europe. This would be best suited for an honors or an AP level class. * Depending on class size, it will be up to the teacher to determine how long the students have to interact with one another as well as how many students the students must interact with and gather notes on during this social gathering activity. * *Note: Teachers will want to make sure that students are familiar with the main principles of both the Scientific Revolution and the Enlightenment, especially the Enlightenment. Ideas about the roles of government and rights for citizens are used in Unit 4 to support student inquiry into the American, French, Haitian and Latin American Revolution.* * If students struggle with answering the debrief question, the teacher can help guide students by reminding them of the overarching inquiry question of the unit. Both the Scientific Revolution and the Enlightenment challenged established norms of the time. The students can choose which connection they would like to draw upon, whether it be how these movements challenged society politically, or socially/culturally. The teacher may also encourage students to think about the connection of these events to the Protestant Reformation and how the Reformation challenged society. * The debrief question students complete about the relationship between the Scientific Revolution and the Enlightenment can be used as a formative assessment to allow the teacher to check for understanding. * Teachers may want to have students complete this step of the unit sequence as a summative assessment. It is important to have a clear and comprehensive rubric that students can access while completing the assessment. Teachers should provide examples, model expectations, or review the rubric with the students. * Resources to help students construct an argument. All resources below are from the Writing Center at The University of North Carolina at Chapel Hill. While some of the information here may be outside the scope of what you will have your students do, these are some great resources to help them get started and better understand how to write an argument.   + [Reading to Write](https://writingcenter.unc.edu/tips-and-tools/reading-to-write/)   + [Argument](https://writingcenter.unc.edu/tips-and-tools/argument/)   + [Thesis Statements](https://writingcenter.unc.edu/tips-and-tools/thesis-statements/)   + [Evidence](https://writingcenter.unc.edu/tips-and-tools/evidence/) * This resource is from Southwestern University   + [Guide for Writing in History](https://www.southwestern.edu/live/files/4173-guide-for-writing-in-historypdf) |

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**Additional Resources**

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