**France Absolute Monarchy Intro Lesson Plan**

**Date:** 11/15/13 **Holt Section:** Chapter 4 Sect 2

1. **Objectives:**
* Give students an introduction to the period of absolute monarchy in France based off of the textbook
* Students will complete a moral continuum worksheet to help them consider the morality of the decision French absolute monarchs made. Worksheet is also a good review of the textbook reading. This objective relates to SOL WHII 6b involving Louis XIV and the Palace of Versailles, as well as SOL 1f involving government spending.
* Students will be introduced to Louis XIV and the Palace of Versailles through watching the beginning of BBC documentary on YouTube, *Versailles: The Dream of a King*, then completing a worksheet afterwards. This objective relates to SOL standard WHII 6b.
* The honors class will analyze primary source documents by comparing excerpts from the Edict of Nantes and the Revocation of the Edict of analyzing primary sources. This objectives relates to SOL standard WHII 1a involving analyzing primary sources.
1. **Materials:** video and moral continuum worksheets, access to computer and internet for YouTube video, excerpt sheet for honors class, Smartboard
2. **Mindset:** Students will come into to class and answer question on board in a couple of sentences, “What does the statement “Paris is well worth a mass”? on a piece of paper. We will then go over the answer.
3. **Procedure:**
4. Mindset 5 min
5. Moral continuum activity 20 min-Students will complete moral continuum worksheet, students will get into groups on their own of 3-4 people and complete worksheet for about 10 min, students will have to provide evidence for their answers from the textbook, we will go over answers by me calling on one member of the group to share their answers
6. Video and worksheet 15 min- we will watch the beginning of *Versailles: The Dream of a King* and then go over the worksheet
7. Exit Slip 5 min- at the end of class students will complete an Exit Slip with three things they learned, two questions they have about the lesson, and one thing they want to learn more about, I will collect Exit Slip and if lesson ends early we will go over them in class
8. Special Note: I will go over excerpts the Honors would have done for homework right after the mindset, they can probably complete the moral continuum a couple of minutes quicker than 3rd and 7th period
9. **Critical Points:** Henry IV conversion to Catholicism and the Edict of Nantes, Louis XIV and his building of the Palace of Versailles, Louis XIV revocation of the Edict of Nantes
10. **Closure:** Exit Slip
11. **Evaluation:** formative through answers students give to opening question, the two worksheets (third for honors), and the Exit Slip, I will also check in on student group work while students are completing the moral continuum worksheet

**French Absolute Monarchy Moral Continuum**

**Directions:** In groups of three or four complete the worksheet by circling on the worksheet whether or not you believe the statement below to be morally right, very morally right, immoral, or very immoral. Then below that provide evidence for your answers.

1. The action Catherine de Medici committed on Saint Bartholomew’s Day in Paris in 1572.

Very Immoral Immoral Morally Right Very Morally Right

Evidence:

1. Henry IV converting to Catholicism in order to become King of France.

 Very Immoral Immoral Morally Right Very Morally Right

 Evidence:

1. Henry IV issuing the Edict of Nantes.

 Very Immoral Immoral Morally Right Very Morally Right

 Evidence:

1. Methods Cardinal Richelieu used to strengthen the French monarchy under Louis XIII.

 Very Immoral Immoral Morally Right Very Morally Right

 Evidence:

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1. Louis XIV building the Palace of Versailles.

 Very Immoral Immoral Morally Right Very Morally Right

 Evidence:

1. Louis XIV revoking the Edict of Nantes.

Very Immoral Immoral Morally Right Very Morally Right

Evidence:

1. Cardinal Richelieu involving France on the side of the Protestants in the Thirty Years War, despite France being a Catholic country.

 Very Immoral Immoral Morally Right Very Morally Right

 Evidence:

***Versailles: The Dream of a King* Video Worksheet**

1. On what type of land was the Palace of Versailles built on?
2. Why did Louis build Versailles where he did?
3. What type of monarch was Louis XIV?
4. What was the name of the architect of Versailles?
5. What was wrong with the architect’s original model of Versailles?
6. Where did Louis XIV move his entire government to?
7. How were the working conditions at Versailles?

**Exit Slip**

1. Name three things you learned from today’s lesson.
2. Write down two questions you have from today’s lesson.
3. Name one thing that you want to learn more about from today’s lesson.