|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Political | Economic | Military | Social | Cultural |  |
| France:Louis XIV, XV, XVIRobespierre | Grand MonarchDivine RightIntendants | Palace of Versailles put France in more debt.Colbert: 5 Great Farms, Commercial Code, financial advisor.For the first time in French history, he taxed the aristocrats.  | State -run military.Involved in many wars, which the people didn’t like.All armed persons in France only fought for him which created peace and order in France.  | Wanted to limit power of nobles.Rise of the bourgeois by promoting them in government positions.  | Palace of Versailles was the marvel of Europe and envy of other kings.  | B+ |
| RUSSIA:Peter the GreatCatherine the Great | **B:** fought Charles XII for Baltic Sea; good relations with Western Europe; moved capital; no duma | **B:** raised taxes (beard tax); seaports-increase trade; forced people to live in St. Petersburg | **A:** got rid of Streltsi (elite old army); Russians get Baltic possessions; navy fleet | **C:** abused serfs; St. Petersburg “City Built on Bones”; birth counts for nothing; Holy Synod of All Drunken | **A:** westernized Russia; exposure to west; etiquette book; edited newspaper; generous use of torture |  |
| Austria:Maria TheresaJoseph IILeopold II | -Enlightened despot-Believed old order was evil and shouldn’t be compromised with-Modern bureaucracy-Centralization-Disputed with the Pope  | -Equality of taxes | -Secret police to ensure enlightening | -Abolished serfdom-Equal rights for Jews-Freedom of press-Less cruelty-Wanted to end bad conditions for people | -Demand for “Gallican” church-Forced German language-Equal punishment for equal crimes | A- |
| Prussia:Frederick the Great, Frederick William | -codified laws-united the three geological pieces of Prussia on the Continent **B-** | -reduced number of serfs by 25%-stimulated economy **B** | -conquered Silesia-doubled population after Silesia was acquired-military of 200,000  **A** | -attempts Elementary education **B-** | -religiously tolerant **B+** | B |
| England:James I, Charles I, Cromwell, James II | ~set up a Constitution~Wanted a democracy, but it later became a dictatorship by dissolvement of Long Parliament  **D** | ~Foreign policy more national than religious~Ended Anglo-Dutch Wars~Navigation Act-1651~Opposed monopolies **B+** | ~Won English Civil War~Had his own army (New Model Army) that remained faithful to him  **A-** | ~Enforced Puritanism which brought some people more equality, but oppressed the Catholics **C** | ~Took away plays, sports, and other recreational activities ~Outlawed alcohol and cockfighting (took away freedoms) **C-** | C+ |

**How would you grade their rule?**

Connect to an American Leader using one or more aspects of the European Rulers.

**Based on Machiavelli’s theory, “*it is better to be feared than loved, if you cannot be both*”, do you agree with him when analyzing the success European leaders and American Leaders had in their countries? Back your answer with evidence from your discussion.**

**Grade Your Ruler Directions:**

1. In your country group, you and your team members need to decide which ruler you would like to analyze. There are some suggestions listed, but you are not limited to those options.

2. Fill out the row regarding that ruler looking at various aspects of their rule: Political, Economic, Military, Social, and Cultural

4. When finished, record this information on the board for the class to copy down

3. Give your ruler a letter grade that is relative to their specific ruling. (I.E. Absolutism, Enlightened Despot, Constitutional Monarch). This portion will be relayed to your breakout groups, so you can discuss the reasoning behind the grade.

 A- Great Enlightened Despot/Ruler etc.

 B- Good

 C- Average

 D- Fail

 F – Poor

5. HW: Please analyze the data received from class, and you will need to connect these European Rulers to American Leaders throughout history. You also have the option of taking a more modern approach. Be creative! (Literature, movies, entrepreneurs, U.S. Presidents etc.)

6. Try to connect the rulers/leaders to your life or family background, even if it is just a small aspect.

7. In your second group, you will need to lead the discussion on your ruler/country. Debate in your group your connection to American leaders. Make sure to ask each other questions and think about the similar aspects. Be ready to then conclude with a discussion with the class as a whole of your findings.