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| --- | --- | --- | --- | --- | --- | --- |
|  | Political | Economic | Military | Social | Cultural |  |
| France:  Louis XIV, XV, XVI  Robespierre | A-  -Almost achieved universal monarchy  -effective leader  -expanded France | B-  -Taxed the poor  -spent a lot of money on Versailles and himself  -exempted certain people from paying taxes | D  -lost many wars  -wasn’t focused on military as much  -weak army | C  -wasn’t fair to all classes of people  -nobility exempt from paying taxes | B  -Supported science  -expanded France  -increased Frances power |  |
| RUSSIA:  Peter the Great  Catherine the Great | C+  -Visited lots of other countries  -fought corruption  -Cruel leader  -reduced polish threats | B+  -open Russia to trade  -gain land for ports | A  -Created navy  -defeated Swedish  -fought tartars | D+  -serfdom harder  -3000 workers  Died in construction of St. Petersburg | A-  -westernized Russia |  |
| Austria:  Joseph II | A+  -Allowed freedom of press  -Established equal punishment for equal crime | A+  -Established equal taxes  -Created the East India Trading Company  -Tried to make a more stable country | A  -allowed Jews in the military  -Had secret police | B  -Abolished serfdom | A  -Religion Tolerance and reduced power of Church |  |
| Prussia:  Frederick the Great, Frederick William | B+  -codified laws  -made courts more efficient and honest | B-  -high taxes to support his military  -all groups paid different taxes | A  -emphasized military importance  -War of Austrian Succession  -7 Years War | A-  -relieved serfdom on his own land  -serfdom still existed in other lands, but not as bad | A-  -Persons and property legally classified to maintain heirachy  -religious toleration |  |
| England:  James I, Charles I, Cromwell, James II | B-  Forced to pass petition of rights  Pride’s purge- brought parliament from long to rump to bare bones | D  Had trouble getting money from Parliament  Taxed the people  He wanted to suppress a rebellion in Scotland but Parliament didn’t have the money | F  Destroyed by Cromwell’s model army  Couldn’t stop rebellion in Scotland  Lost English civil war | F  He wasn’t popular  His military didn’t even like him  Executed | D-  Divine right  Different religion than everyone in Parliament-he was catholic  His successor didn’t believe in Divine right |  |

**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.