



Unit 4 F - Political ideologies: global absolutism

The Tale of Peter the Great: What Contributions did He Make to Russian History and Culture? Is He an Absolute monarch?

Standard 2 and 5 - World History and Civics, Citizenship, and Government

Key Idea and Performance Indicators 2.2.1, 5.1.4

Concepts:

Political Systems

Power

Movement of People, Ideas, & Goods

Objectives:

Students will:

- answer comprehension questions based on the story "Peter the Great" by Diane Stanley
- use the information in the story to describe how Peter the Great impacted Russia
- use the information as evidence to evaluate whether or not Peter the Great was an absolute monarch.

Materials:

- Stanley, Diane. *Peter the Great*. Aladdin Books.
- student notebooks
- handout on listening exercise
- handout on absolute monarchy
- essay handout
- optional: Absolute Monarch Data Sheet

Procedures:

Hand out the listening exercise.

Ask students to take out their notebooks and date them.

Explain the listening exercise:

- the students should listen to the story and take notes
- if necessary they are allowed to ask for something to be repeated; make sure they know in a testing situation the reading would be shorter, read 2x, and they would not be able to ask questions

Explain the essay assignment. Give due date.

Read the story. (Occasionally make connections to the text.)

Allow time for students to start their essay in class, if there is time.

Essays should be finished for homework.

Evaluation:

Write an essay describing how Peter the Great impacted Russian history and culture and evaluating whether or not Peter the Great was an absolute monarch.

Extensions:

Have students read "Suleyman The Magnificent," by Lawrence Houghteling in Calliope, January/February, 1996, Volume 6, Number 3, pp. 9-13

Ask the students to use the information in the story, information from their text, and library research to write an essay describing how Suleiman the Magnificent impacted the Ottoman Empire and evaluating whether or not Suleiman the Magnificent was an absolute monarch.

Have students read Aliko. 1989. *The King's Day Louis XIV of France*. Thomas Y. Crowell. Ask the students to use the information in the story, information from their text, and library research to write an essay describing how Louis XIV impacted France and evaluating whether or not Louis XIV was an absolute monarch.

Have students read Stanley, Diane and Peter Vennema. 1990. *Good Queen Bess: The Story of Elizabeth I of England*. Harper Collins Publishers.

Ask the students to use the information in the story, information from their text, and library research to write an essay describing how Queen Elizabeth impacted England and evaluating whether or not Elizabeth was an absolute monarch.

Divide the students into groups and have each group read a different story. One member of the group should read the story aloud to the group. As a group, have the students discuss the impact of the leader on his/her nation or region and evaluate whether or not the leader was an absolute monarch. The group should prepare a presentation to the class based on their work. The class as a whole should use the information to complete the Absolute Monarch Data Sheet during the presentations. After the presentations, the class should compare and contrast the leader's impact on his or her country or empire and leadership abilities using the information in the Absolute Monarch Data Sheet. Have the students write an essay comparing and contrasting two of the leaders.

Handouts:

[Absolute Monarchy](#)

[Worksheet](#)

[The Tale of Peter the Great](#)

[Absolute Monarchs: Theme Essay Test: Political Systems](#)

[Rubric for Theme Essay Test: Political Systems](#)