

Name: \_\_\_\_\_

Period: \_\_\_\_\_

**The Age of Absolutism DBQ**

**Historical Context**

Various forms of political systems have been used throughout world history. As nation-states were built in Europe, absolute monarchs with vast power and wealth ruled countries such as France and Russia. At the same time in England attempts were made to limit royal power and to protect the rights of some of the people. There was tension between absolutism and democracy. In studies of absolutism and democracy advantages and disadvantages for each government system can be identified. What form of government was most effective for this period of history?

**Directions**

The following question is based on the accompanying documents. As you analyze the documents, take into account both the source of the document and the author’s point of view. Be sure to:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Now, read each document carefully, underlining or highlighting key phrases and words that address the document-based question. You may wish to color code or use margins to make brief notes. Complete the Source Profile boxes. Answer the questions that follow each document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
4. Organize supportive and relevant information into a brief outline. Use the paragraph guides provided to help you construct your paragraphs.
5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

**Question: What is absolutism and what makes an absolute monarch? Give examples from your notes and the sources to define absolutism.**

**Source Summary Sheet**

Examples of Strong Absolute Monarchs & Absolutism	Documentation that supports

## DBQ: Step by Step Sources &amp; Paragraphs Worksheet

Theme: \_\_\_\_\_

**Question:** What is absolutism and what makes an absolute monarch? Give examples from your notes and the sources to define absolutism.

**Scenario:** The following question and document(s) come from complete DBQ based on the question above. After reviewing the documents, the thesis statement below was constructed based on content from all of the documents provided. The following documents present information that can be used to develop one of the main reasons that defends or supports the provided thesis.

**Thesis:**

**Directions:** Read each of the documents carefully. Begin by reading the context for the document. Then, read the guiding questions that follow the document. As you read the document, highlight key words that answer the question. Fill out the document profile box to determine how this document can be used in your paper.

**Document 1**

This is an excerpt from *The Prince*, written by Machiavelli (15<sup>th</sup> Century).

For all men in general this observation may be made: they are ungrateful, fickle, and deceitful, eager to avoid dangers, and avid for gain, and while you are useful to them they are all with you, but when it [danger] approaches they turn on you. Any prince, trusting only in their works and having no other preparations made, will fall to ruin, for friendships that are bought at a price and not by greatness and nobility of soul are paid for indeed, but they are not owned and cannot be called upon in time of need. Men have less hesitation in offending a man who is loved than one who is feared, for love is held by a bond of obligation which, as men are wicked, is broken whenever personal advantage suggests it, but fear is accompanied by the dread of punishment, which never relaxes

**SOURCE PROFILE**

**Speaker:** \_\_\_\_\_

**Type of Source:**

Primary       Secondary

**Topics:** \_\_\_\_\_

**Position on Absolutism:**

Positive       Negative

**Use in Paragraph:**

Background       Quote

1. What type of ruler must the prince be, and why is it necessary for him to rule in this manner?


**Document 2**

These ideas were expressed by King James I of England in 1609

The state of monarchy is the supreme thing upon earth; for kings are not only God's lieutenants on earth, and sit upon God's throne, but even by God Himself they are called gods... Kings are justly called gods, for that they exercise a... divine power upon earth... God hath power to create and destroy, make or unmake at His pleasure, to give life or sent death, to judge all and to be judged nor accountable to none, to raise low things and to make high things low at His pleasure... And the like power have kings...

1. What idea does King James describe in this document and why does he feel government should be organized in this way?


**SOURCE PROFILE**

**Speaker:** \_\_\_\_\_

**Type of Source:**

Primary       Secondary

**Topics:** \_\_\_\_\_

**Position on Absolutism:**

Positive       Negative

**Use in Paragraph:**

Background       Quote

**Document 3**

King Louis XIV of France expressed these ideas in 1660.

The head alone has the right to deliberate and decide, and the functions of all the other members consist only in carrying out the commands given to them... The more you grant... [to the assembled people], the more it claims.. The interest of the state must come first.

1. What type of government does King Louis describe and why Does he recommend this type of government?


**SOURCE PROFILE**

**Speaker:** \_\_\_\_\_  
\_\_\_\_\_

**Type of Source:**  
 Primary       Secondary

**Topics:** \_\_\_\_\_  
\_\_\_\_\_

**Position on Absolutism:**  
 Positive       Negative

**Use in Paragraph:**  
 Background       Quote

**Document 4**

An excerpt from *Leviathan* by Thomas Hobbes, 1651:

...From this equality of ability arise the quality of hope in the attaining of our ends. And therefore if any two men desire the same thing, which nevertheless they cannot both enjoy, they become enemies; and in the way to their end... endeavor to destroy or subdue one another. And from hence it comes to pass that where an invader hath no more to fear than another man's single power, if one plant, sow, build, or possess a convenient seat, others may probably be expected to come prepared with forces united to dispossess and deprive him, not only of the fruit of his labor, but also of his life or liberty. And the invader again is in the like danger of another.

...From this fundamental law of nature, by which men are commanded to endeavor peace, is derived this second law: that a man be willing, when others are so too, as far forth as for peace and defense of himself he shall think it necessary, to lay down this right to all things; and be contented with so much liberty against other men as he would allow other men against himself.

... The mutual transferring of right is that which men call

1. According to Hobbes, how do men behave without the law?


2. According to Hobbes, what is the only way to achieve peace?


**SOURCE PROFILE**

**Speaker:** \_\_\_\_\_  
\_\_\_\_\_

**Type of Source:**  
 Primary       Secondary

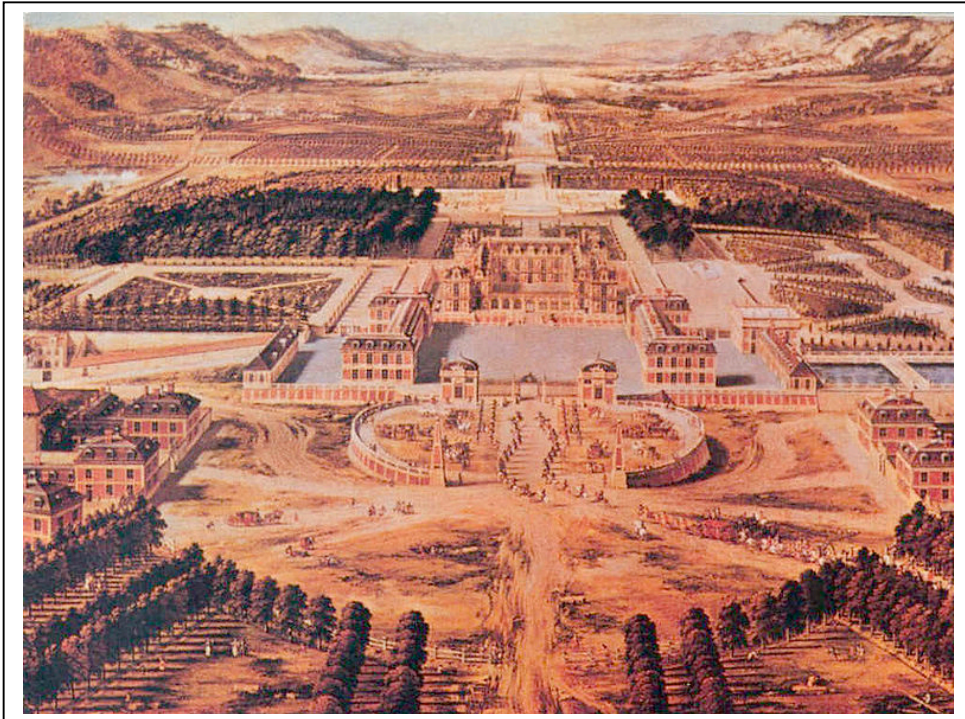
**Topics:** \_\_\_\_\_  
\_\_\_\_\_

**Position on Imperialism:**  
 Positive       Negative

**Use in Paragraph:**  
 Background       Quote

**Document 5**

The Palace of Versailles, was built by Louis XIV (France). Below is the view of Versailles from the Avenue de Paris”, ca. 1662 by Pierre Patel



**SOURCE PROFILE**

**Speaker:** \_\_\_\_\_  
\_\_\_\_\_

**Type of Source:**  
 Primary       Secondary

**Topics:** \_\_\_\_\_  
\_\_\_\_\_

**Position on Imperialism:**  
 Positive       Negative

**Use in Paragraph:**  
 Background       Quote

1. How is the Palace at Versailles a symbol of the absolute power of Louis XIV?


**Document 6**

An excerpt from Bishot Jaques Bousset's *Political Treatise*:

It appears from all this that the person of the king is sacred, and that to attack him in any way is sacrilege. God has the kings anointed by his prophets with the holy unction in like manner as he has bishops and altars anointed. But even without the external application in thus being anointed, they are by their very office the representatives of the divine majesty deputed by Providence for the execution of his purposes. Accordingly God calls Cyrus his anointed. "Thus saith the Lord to his anointed, to Cyrus, whose right hand I have holden, to subdue nations before him." Kings should be guarded as holy things, and whosoever neglects to protect them is worthy of death . . .

There is something religious in the respect accorded to a prince. The service of God and the respect for kings are bound together. St. Peter unites these two duties when he says, "Fear God. Honor the king." . . .

...Kings should tremble then as they use the power God has granted them; and let them think how horrible is the sacrilege if they use for evil a power which comes from God. We behold kings seated upon the throne of the Lord, bearing in their hand the sword which God himself has given them. What profanation, what arrogance, for the unjust king to sit on God's throne to render decrees contrary to his laws and to use the sword which God has put in his hand for deeds of violence and to slay his children! . . .

**SOURCE PROFILE**

**Speaker:** \_\_\_\_\_  
\_\_\_\_\_

**Type of Source:**  
 Primary       Secondary

**Topics:** \_\_\_\_\_  
\_\_\_\_\_

**Position on Imperialism:**  
 Positive       Negative

**Use in Paragraph:**  
 Background       Quote

1. According to Bousset, how should Kings be treated?


2. According to Bousset, how should Kings use their power?


**Document 7**

Michele Suriano, a Venetian ambassador to Spain, wrote the following about Philip II:

The Catholic King was born in Spain.....here he is treated with all the deference and respect which seemed due to him as the greatest emperor whom Christendom had ever had and to the heir to such a number of realms and to such grandeur. Although the king resembles his father in face and speech, in his attention to his religious duties, and in his habitual kindness and good faith, he nevertheless differs from him in several of those respects in which the greatness of rulers, after all, lies. The emperor was addicted to war, which he well understood; the king knows but little of it and has no love for it. The emperor undertook great enterprises with enthusiasm; his son avoids them. The father was fond of planning great things and would in the end realise his wishes with his skill; his son, on the contrary, pays less attention to augmenting his own greatness than to hindering that of others.....the father was guided in all matters by his own opinion; the son follows the opinion of others.

In the king's eyes no nation is superior to the Spaniards. It is among them that he lives, it is they he consults, and it is they that direct his policy; in all this he is acting quite contrary to the habit of his father. He thinks little of the Italians and Flemish and still less of the Germans. Although he may employ the chief men of all the countries over which he rules, he admits none of them to his secret counsels, but utilizes their services only in military matters, and then not so much because he really esteems them, as in the hope that he will in this way prevent his enemies from making use of them."

**SOURCE PROFILE**

**Speaker:** \_\_\_\_\_

**Type of Source:**

Primary       Secondary

**Topics:** \_\_\_\_\_

**Position on Imperialism:**

Positive       Negative

**Use in Paragraph:**

Background       Quote

1. What are two observations Michele Suriano made about King Philip II's ability to rule?


## The Introduction

### Thesis Statements

Your thesis statement must take a position on the question provided by the DBQ. It should also mention or hint at the reasons that will support your opinion.

Directions: Write two thesis statements that present your response to the question. Try to write one without directly listing your reasons.

Thesis 1

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OR

Thesis 2

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### Background Information

The background information section of an introduction provides the reader with foundational information they need to understand the rest of the paper.

Directions: Using the information you highlighted in the historical context and information from your notes write 3-4 sentences to set the context of this paper about the impacts of imperialism on India. Consider the questions below.

#### Key Questions:

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### Hook

What interesting facts about India and Imperialism could provide an introduction to your paper?

Ex. Tell a story, set a scene, state an assumption and then contradict with fact, contradict a stereotype,

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Now, reverse the order. Begin the paragraph with the hook, then present the background, and lead into your thesis. Re-read the paragraph in the new order. Do the different parts flow well? If not, fill in the gaps with transitional sentences.

Name: \_\_\_\_\_

Directions: Using the guiding questions to help you and the documents from the first page, construct a paragraph in support of the thesis.

Main Idea/Topic: \_\_\_\_\_

**Topic Sentence**  
Write a topic sentence identifying the main idea of the paragraph.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Background Information**  
What does my reader need to know about this topic?

Who? What? Where?

Paraphrase from your notes or from a document related to the topic that you will not use for a

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (Doc. \_\_\_\_)

**Introduce the Speaker**  
Determine which quote will be your evidence. Who is the speaker? Why do they know what they claim?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Quote the Source**

Rewrite the quote.

Use ellipsis points to take out irrelevant information if necessary.

Be sure to cite using

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (Doc. \_\_\_\_)

**Explain the Source**

What does this quote mean? Put it into your own words.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Connect the Source to the Thesis**

How does this source prove my thesis?

Why is this source and/or reason significant?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Transition to the Next Idea**

How does this logically lead to my next paragraph's idea?

\_\_\_\_\_  
\_\_\_\_\_

Now type your draft as one paragraph. Re-read it for fluency. Does it make sense? Do you need to add anything to make it flow logically?





Name: \_\_\_\_\_

Directions: Using the guiding questions to help you and the documents from the first page, construct a paragraph in support of the thesis.

Main Idea/Topic: \_\_\_\_\_

**Topic Sentence**  
Write a topic sentence identifying the main idea of the paragraph.

\_\_\_\_\_  
\_\_\_\_\_  
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**Background Information**  
What does my reader need to know about this topic?  
  
Who? What? Where?  
  
Paraphrase from your notes or from a document related to the topic that you will not use for a

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\_\_\_\_\_ (Doc. \_\_\_\_)

**Introduce the Speaker**  
Determine which quote will be your evidence. Who is the speaker? Why do they know what they claim?

\_\_\_\_\_  
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**Quote the Source**  
Rewrite the quote.  
  
Use ellipse points to take out irrelevant information if necessary.  
  
Be sure to cite using

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (Doc. \_\_\_\_)

**Explain the Source**  
What does this quote mean? Put it into your own words.

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

**Connect the Source to the Thesis**  
How does this source prove my thesis?  
  
Why is this source and/or reason significant?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Transition to the Next Idea**  
How does this logically lead to my next paragraph's idea?

\_\_\_\_\_  
\_\_\_\_\_

Now type your draft as one paragraph. Re-read it for fluency. Does it make sense? Do you need to add anything to make it flow logically?

	4 – Exemplary	3 – Proficient	2 – Marginal	1 - Unacceptable	0	Final
Introduction	<input type="checkbox"/> Properly and creatively introduces the topic. <input type="checkbox"/> Begins with a <b>strong hook</b> and <b>transitions</b> effectively to the main idea. <input type="checkbox"/> Presents <b>all necessary background</b> information in an unobtrusive manner. <input type="checkbox"/> Has an <b>apparent and strong thesis</b> (4).	<input type="checkbox"/> Introduces the topic. <input type="checkbox"/> Begins with a hook. <input type="checkbox"/> Presents some of the necessary background information, but presentation is blatant. <input type="checkbox"/> Has an apparent thesis.	<input type="checkbox"/> Introduces the topic but is weak. <input type="checkbox"/> Lacks a hook. <input type="checkbox"/> Presents little of the necessary background information. <input type="checkbox"/> Has a rambling or unclear thesis.	<input type="checkbox"/> Fails to introduce the topic. <input type="checkbox"/> Has an ineffective introduction. <input type="checkbox"/> Presents no background information. <input type="checkbox"/> Thesis is not easily identified or absent.		
Thesis	<input type="checkbox"/> <b>Well developed, organized and complete</b> <input type="checkbox"/> <b>Clearly identifies the topic</b> of the essay <input type="checkbox"/> <b>Takes a clear position</b> on the topic. <input type="checkbox"/> <b>Does not simply restate</b> the question.	<input type="checkbox"/> Identifies the topic of the essay <input type="checkbox"/> Takes a position on the topic but expresses some hesitancy. <input type="checkbox"/> Thesis is very clearly written and identifiable, but simply presents 3 reasons.	<input type="checkbox"/> Identifies the topic of the essay <input type="checkbox"/> Hints at a position on the topic but does not make it clear to the reader. <input type="checkbox"/> Thesis is overly wordy or poorly constructed.	<input type="checkbox"/> Identifies the topic of the essay. <input type="checkbox"/> Does not take a position on the topic. <input type="checkbox"/> Thesis is messy and unclear to the reader.		
Body Paragraph 1	<input type="checkbox"/> Presents first achievement in a <b>strong, clear topic sentence</b> . Explains the reason and <b>demonstrates an understanding of the key concepts</b> related to the reason. Introduces the sources. <input type="checkbox"/> <b>Utilizes multiple documents</b> in a complimentary fashion and provides proper citation. Completely analyzes the document. <input type="checkbox"/> Identifies the <b>role of bias</b> in sources in a <b>meaningful way</b> . <input type="checkbox"/> <b>Explicitly and effectively</b> connects the interpretation of sources to the thesis.	<input type="checkbox"/> Presents first achievement in a topic sentence. <input type="checkbox"/> Explains the key concept but misses some key components. Introduces the source. <input type="checkbox"/> Utilizes at least one document and provides proper citation. Analyzes the document. <input type="checkbox"/> Attempts to identify the role of author bias in source. <input type="checkbox"/> Connects the interpretation of the source to the thesis statement.	<input type="checkbox"/> Topic sentence fails to clearly identify first achievement. <input type="checkbox"/> Explains the key concept but misses many key components. Tries to analyze the document. Does not introduce the source. <input type="checkbox"/> Utilizes at least one document and provides proper citation. <input type="checkbox"/> Struggles to or improperly connects the interpretation of the sources to the thesis statement.	<input type="checkbox"/> Topic sentence does not state achievement or has no topic sentence. <input type="checkbox"/> Does not explain the reason. <input type="checkbox"/> Does not utilize the source documents or fails to cite properly. Source's author ignored. <input type="checkbox"/> Does not analyze the document <input type="checkbox"/> Does not make the connection between the sources and the thesis statement. <input type="checkbox"/> Has many historical inaccuracies.		
Body Paragraph 2	<input type="checkbox"/> Presents third achievement in a <b>strong, clear topic sentence</b> . <input type="checkbox"/> Explains the reason and <b>demonstrates an understanding of the key concepts</b> related to the reason. Introduces the sources. <input type="checkbox"/> <b>Utilizes multiple documents</b> in a complimentary fashion and provides proper citation. Completely analyzes the document. <input type="checkbox"/> Identifies the <b>role of bias</b> in sources in a <b>meaningful way</b> . <input type="checkbox"/> <b>Explicitly and effectively</b> connects the interpretation of sources to the thesis.	<input type="checkbox"/> Presents third achievement in a topic sentence. <input type="checkbox"/> Explains the key concept but misses some key components. Introduces the source. <input type="checkbox"/> Utilizes at least one document and provides proper citation. Analyzes the document. <input type="checkbox"/> Attempts to identify the role of author bias in source. <input type="checkbox"/> Connects the interpretation of the source to the thesis statement.	<input type="checkbox"/> Topic sentence fails to clearly identify third achievement. <input type="checkbox"/> Explains the key concept but misses many key components. Tries to analyze the document. Does not introduce the source. <input type="checkbox"/> Utilizes at least one document and provides proper citation. <input type="checkbox"/> Struggles to or improperly connects the interpretation of the sources to the thesis statement.	<input type="checkbox"/> Topic sentence does not state achievement or has no topic sentence. <input type="checkbox"/> Does not explain the reason. <input type="checkbox"/> Does not utilize the source documents or fails to cite properly. Source's author ignored. <input type="checkbox"/> Does not analyze the document <input type="checkbox"/> Does not make the connection between the sources and the thesis statement. <input type="checkbox"/> Has many historical inaccuracies.		
Body Paragraph 3	<input type="checkbox"/> Presents third achievement in a <b>strong, clear topic sentence</b> . <input type="checkbox"/> Explains the reason and <b>demonstrates an understanding of the key concepts</b> related to the reason. Introduces the sources. <input type="checkbox"/> <b>Utilizes multiple documents</b> in a complimentary fashion and provides proper citation. Completely analyzes the document. <input type="checkbox"/> Identifies the <b>role of bias</b> in sources in a <b>meaningful way</b> . <input type="checkbox"/> <b>Explicitly and effectively</b> connects the interpretation of sources to the thesis.	<input type="checkbox"/> Presents third achievement in a topic sentence. <input type="checkbox"/> Explains the key concept but misses some key components. Introduces the source. <input type="checkbox"/> Utilizes at least one document and provides proper citation. Analyzes the document. <input type="checkbox"/> Attempts to identify the role of author bias in source. <input type="checkbox"/> Connects the interpretation of the source to the thesis statement.	<input type="checkbox"/> Topic sentence fails to clearly identify third achievement. <input type="checkbox"/> Explains the key concept but misses many key components. Tries to analyze the document. Does not introduce the source. <input type="checkbox"/> Utilizes at least one document and provides proper citation. <input type="checkbox"/> Struggles to or improperly connects the interpretation of the sources to the thesis statement.	<input type="checkbox"/> Topic sentence does not state achievement or has no topic sentence. <input type="checkbox"/> Does not explain the reason. <input type="checkbox"/> Does not utilize the source documents or fails to cite properly. Source's author ignored. <input type="checkbox"/> Does not analyze the document <input type="checkbox"/> Does not make the connection between the sources and the thesis statement. <input type="checkbox"/> Has many historical inaccuracies.		
Conclusion/ Flow/Grammar	<input type="checkbox"/> The conclusion is <b>strong</b> and leaves the reader <b>solidly understanding the writer's position</b> . <input type="checkbox"/> Clearly restates main reasons in a <b>unique and different manner than the introduction</b> . <input type="checkbox"/> <b>Well Organized and presented. All of the paper's elements works towards the thesis</b> . <input type="checkbox"/> 0-1 Grammar errors. <input type="checkbox"/> <b>ALL Sources are cited perfectly</b> .	<input type="checkbox"/> The conclusion is recognizable and the author's position is restated. <input type="checkbox"/> Restates all supporting reasons <input type="checkbox"/> Paper is organized and most elements work towards proving the thesis. <input type="checkbox"/> Several awkward sentences. Proofreading and revision not complete. <input type="checkbox"/> 2-5 Grammar and citation errors. <input type="checkbox"/> Most sources are cited properly	<input type="checkbox"/> The conclusion is present but author's position simply restates the thesis. <input type="checkbox"/> Restates most supporting reasons <input type="checkbox"/> Paper has several organization problems that damage its ability to prove the thesis. <input type="checkbox"/> Many awkward sentences. Proofreading and revision not evident. <input type="checkbox"/> 5-10 Grammar errors. <input type="checkbox"/> Some sources are cited properly.	<input type="checkbox"/> Paper concludes in a single sentence that simply restates the thesis but adds nothing to the paper. <input type="checkbox"/> Paper is ridden with organization, grammar, and spelling problems that prohibit it from proving a thesis or presenting a message to the reader. <input type="checkbox"/> 10+ Grammar Errors. <input type="checkbox"/> Sources are not cited properly		