**GLOBAL HISTORY & GEOGRAPHY III COMMON CORE PERFORMANCE TASK**

*UNIT 1: Absolutism*

**ESSENTIAL QUESTION/TASK: Does power corrupt absolutely?**

**Directions:** Read and underline the key words and phrases of each of the included documents and answer the questions that follow using complete sentences. After analyzing all of the sources, complete the chart using evidence from both the text(s) and relevant outside information.

**NEW YORK STATE COMMON CORE SOCIAL STUDIES FRAMEWORK:**

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| **Number** | **Reading Standards for Literacy in History/Social Studies** |
| 1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| 2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| 4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies |
| 6 | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| 8 | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| 9 | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| **Number** | **Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects** |
| 1 | Write arguments focused on discipline-specific content. |
| 2 | Write informative/explanatory texts, including the narration of historical events or technical processes. |
| 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 9 | Draw evidence from informational texts to support analysis reflection, and research. |
| 10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**DOCUMENT 1: Absolutism in England**

***Historical Context:*** *Many countries began to develop new styles of government during the 16th and 17th centuries. Leaders in countries like England, France and Russia believed that one person should rule and should not be questioned or disobeyed. This became known as "absolutism," since the monarch ruled with "absolute" power.*

*Absolutism appeared in England during the 1500's. King Henry VIII and Queen Elizabeth I began a long stretch of absolute rule in England. Both of these rulers brought about a period of peace and prosperity. However, when James I took the throne he claimed divine right. Divine right is the belief that God has chosen a person to rule. James I imposed his rules on his subjects without regards for their rights or their well-being.*

“The state of monarchy is the supremest thing upon earth; for kings are not only God's lieutenants upon earth...but called gods by God himself...

 Kings are justly called gods, for that they exercise a manner or resemblance of divine power upon earth...God hath power to create or destroy, make or unmake at his pleasure, to give life or send death, to judge all and to be judged nor accountable to none...Kings have the same powers: they make and unmake their subjects, they have power of life and of death, judges over all their subjects and in all causes and yet accountable to none but God only. . . .”

Source: King James I, *Works*, (1609).

1. According to the document, what powers do kings and gods share?

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2. Discuss ideas that the author of this text would most likely agree with. Explain why.

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