**AP Euro – Chapter 18 Study Guide: 18th c. European States, Wars & Social Change**

Overarching Question: In what ways was the 18th c. a time of political, economic and social change?

Essential Questions:

1. The Enlightenment influenced some European rulers towards the initiation of reform, which led to the term Enlightened Absolutism.
	1. Identify three 18th c. rulers & nations that the term Enlightened Absolutism applies to.
	2. Choose ONE ruler and briefly explain how he / she practiced “enlightened” absolutism.
	3. Choose a different ruler and briefly explain they limited “enlightened” rule in their nation.
2. Consider the War of Austrian Succession, the Diplomatic Revolution and the Seven Years War
	1. Choose ONE country and briefly explain its experience during this era.
	2. Choose a different country and briefly explain its experience
	3. Identify the treaties that ended each war & briefly explain the outcomes of each.
3. Consider the military structure and means of warfare in the 1700s.
	1. Briefly explain the make-up / structure of “modern” military of the 1700s
	2. Briefly explain the tactics used in warfare during the 1700s.
4. The 1700s saw the beginnings of social & economic change as well as innovation.
	1. Briefly explain TWO reasons why the population grew in the last half of the 1700s
	2. Briefly explain the concept of the “family economy”
	3. Briefly explain TWO changes that modernized agriculture and each one’s impact
	4. Identify & briefly explain TWO changes in the finance industry
5. Briefly explain the mercantilist theory, and its impact on Europe, the colonies & Africa
6. The 1700s had a structured society known as the Old or Ancien Regime.
	1. Identify the various levels of 18th c. RURAL society & briefly explain their existence
	2. Identify the various levels of 18th c. URBAN society & briefly explain their existence
	3. Briefly explain how the poor were viewed during the 18th c.

**Key Vocabulary and Concepts:**

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| **Historical Content Must Knows** | **Terms, People and Events Must Knows** | **Academic Vocabulary Must Knows** |
| **Enlightened Absolutism****Natural Rights**18th c. France-Financial issues, why?**18th c. Great Britain**-Political system, describe-GB, how created? When?-Parliament structure, who is what?-Pocket borough**Dutch Republic** decline, why?**Prussia** & its establishment, how? -Bureaucracy & its values-Role of **Junkers**-**Prussian Militarism**, meaning?-Prussian society-Reforms under **Frederick the Great**-Why? Who v who? Where? Outcome? | Frederick II (the Great) PrussiaCatherine II (the Great) RussiaJoseph II (Austria)Cardinal FleuryLouis XV (France)Madame de PompadourLouis XVI (France)Marie AntoinetteHouse of Lords v CommonsQueen Anne (GB)Hanoverian Dynasty-George I, II, IIIRobert Walpole William Pitt (the Elder)William Pitt (the Younger)Frederick William I (Prussia)Frederick II (the Great) (Prussia) | DespotAtlantic seaboardPeerAristocratGentryBoroughPatronageOligarchyBureaucracyAbrogateAutocratManifestoCogentPhilosopheHegemonyConflagrationSuperfluousNext Page >>>> |
| **Historical Content Must Knows** | **Terms, People and Events Must Knows** | **Academic Vocabulary Must Knows** |
| Austria & its Diversity, Hapsburg rule, reforms**Russia** & change, how much & who benefits?-Charter of the Nobility-**Pugachev’s Rebellion**-Russian expansion, where & how?**Partitions of Poland: 1772, 1793, 1795**-Why? How? Impact on Polish people?Shifting Power: Spain, Portugal, Italy-Impact of Treaty of Utrecht (1713)18th c. Reforms in Sweden: What? Outcome?**War of Austrian Succession**-Pragmatic Sanction: What was it? Why?-Treaty of Aix-la-Chapelle 1748: Outcome?**Seven Years War 1756-1763**-Diplomatic Revolution 1756: What? Why?-GB v F in India, Battle of Plassey (1757)-French & Indian War: Who? Where? Outcome?-Treaty of Paris 1763: Terms & Changes MadePopulation Boom after 1750, why?Family Structure & Experience: ♂ ♀ & kids-**Primogeniture**, Infanticide, Foundling Homes-Birth control**Agricultural Revolution**-Open-field >> Crop Rotation, what crops?-Enclosure MovementBank of England, new ideas & impact**Cottage Industry**: How did it work?**Consumer Revolution**: Why? What is it?**Mercantilism**: Goals? How does it work?-Role of colonies?**Society Structure under the Old Regime**-Basis of one’s place? Rules?-Peasant & Village life v Noble/Aristocrat life-Georgian Style Country House Up v Downstairs? Activities?-The Grand Tour-Towns & Cities: social structure | Charles II (Austria)Maria Theresa (Austria)Joseph II (Austria)Catherine II (the Great) (Russia)Gustavus III (Sweden)18th c. Diplomacy:-Balance of Power-Reason of StateRobert Clive, Br. East India Co.Jethro Tull & Seed Drill, impactJohn Law & Mississippi BubbleRichard ArkwrightFree Peasant v Serf, rights?-Differences based on placePatrician, ↑&↓ Middle Class, Working class, Unskilled labor-Petty Bourgeoisie | StalemateStanding ArmyLegitimate / IllegitimateCoitus InterruptusBank noteNational DebtSpeculatorBalance of Trade-Favorable, UnfavorableExport v ImportTariffCommerceJoint Stock CompanyMonopolyApprenticeTitheTenant FarmerHomogenousCosmopolitanPatrician |

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**Chapter 18 – The 18th c. European States, Wars & Social Change**

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| A. **Complete a Dated Chapter Reading Log** of your learning from the reading notes & / or a paragraph summary of in-class lecture / activity / discussion. A paragraph requires 5-7 sentences. (5 points per day) | B. Construct well-written paragraph responses of about 5-7 sentences to the **Short Answer Questions** provided in the Study Guide. Fully answer all parts of the Q. **NOTE: TWO REQUIRED** (5 points per SAQ)  |
| C. **Analyze Primary and Secondary Source**. Read & analyze THREE (3) of the sources listed below. For EACH document complete a HIPPO worksheet (on the “Class Documents” tab) to demonstrate your analysis:-Any in-class Source documents-French King’s Bedtime (p.534)-Frederick the Great & His Father (p.538)-British Victory in India (p.546)-Marital Arrangements (p.548)-Impact of Agricultural changes (p.552)-The Attack on New Machines (p.554)-Poverty in France (p.560)(15 points, 5 each) | D. **Form a Study Group & Execute an Effective 1-hour Study Session.** Download the Group Study Session form from the Class Documents tab, engage in a focused study session where you discuss and clarify specific content such as:- What does “enlightened absolutism” mean? To what degree did the rulers of Prussia, Austria & Russia exhibit its characteristics?-Summarize the main 18th c. developments of France, Great Britain, the Dutch Republic, Prussia, Austria & Russia? How did these developments compare to those of Poland, Scandinavian nations & those bordering the Mediterranean Sea? What would account for the differences?-What were the causes & major outcomes of the Seven Years War? How did warfare differ from previous eras?-What were the agricultural, financial & industrial developments during the 18th c.? How did these influence people & their behavior?-What is mercantilism & how was it practiced?-How was society structured in the18th c.? What were the dominant family / domestic patterns & issues during this time? FULLY COMPLETE THE FORM to verify your learning. Each person completes their own form & includes a photo of the group in action. (10 Points) |
| **E. Create a Faux Twitter War**. If social media were around in the 18th c. people would use it to spread ideas. Using your knowledge of the 18th c., type up a series of fifteen (15) tweets from ONE of the scenarios below. Clearly identify each individual responder. Keep to the rules of Twitter (max of 140 characters) and include only people whose life spans crossed with him. -Enlightened Absolutists debating who is best example of the concept-Leaders (Rulers or military) of nations participating in the War of Austrian Succession – Seven Years War debating causes, the diplomatic revolution, key turning points & the outcomes.-Various levels of the “social order” commenting on their lifestyles & issues (15 Points) | F. **Create an Acrostic** that explains Europe’s political, social and economic experiences in the early to mid-1700s.**Use THE ANCIEN REGIME as your stem.** Each line must be a unique aspect, be written as a full and complete sentence and should use key vocabulary from the SG as evidence of your learning & highlight or underline these terms. Cover multiple parts of the European experience as clarified in your text and any outside information.(15 points) |