



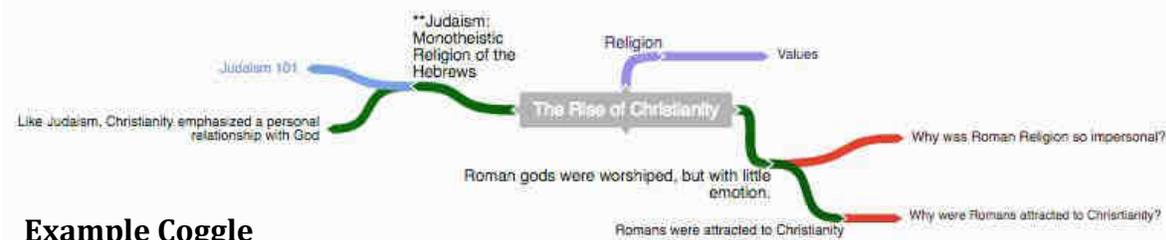
# Diagramming History

World History: Patterns of Interaction  
Module 17: Absolute Monarchs In Europe  
Lesson 5 : “Parliament Limits The English Monarchy”  
(Page 700)

## Instructions

Either using a pencil and poster paper or an online diagramming program like Coggle, create an interactive set of notes for this reading. Students will be divided into groups of 4.

1. Start with the main topic of your diagram.
  - a. “The Rise of Christianity”



Example Coggle

Each Member of the group will be responsible for one part of Lesson 5. Insert these questions, along with answers where it is appropriate in your Coggle. Some of these questions require thought and are not just obvious in the reading.

1. **Monarchs Defy Parliament (Person 1)**
  - a. Why might Puritans have looked favorably on King Jame’s translation of the Bible?
  - b. Why was the Petition of Right important even if king Charles ignored it?
2. **English Civil War (Person 2)**
  - a. Why might Charles have had more loyalty from the North of England than from London?
  - b. Why might it be difficult to form a new government after overthrowing the previous regime- even if the population supported the overthrow?
3. **Restoration and Revolution (Person 3)**
  - a. What factors might have contributed to the success of laws passed by Parliament during the Restoration?
  - b. Why would Parliament, after so many reforms, continue to support the monarchy?
4. **Limits On Monarch’s Power (4)**
  - a. Why might William and Mary have been willing to accept the limits placed on their power?
  - b. What factors might have been determined whether a cabinet was loyal to the monarchy or to the parliament?

When your group is finished, each person will present their part of the Coggle and questions that you came up with, will be discussed within your group. Each Group will share out their Coggle to the other groups.

Free Online Diagramming Program Link To Coggle: <https://coggle.it/login>

### Resource: [How to use Coggle Video](#)

2. Use the following colors to distinguish different parts of your diagram.

Notes

**Instruction:** As you read through the information, write notes –diagraming them as you see the relationship to the main topic.

Questions

**Instruction:** Answer the critical thinking questions above. As you read through the information, write questions that may develop in your mind that can be used during discussion.

Concepts

**Instruction:** As you read through the information, try to identify Social Studies

# Grading

## 0-4 Rating

<u>Score: 1</u> Needs Work	<u>Score: 2</u> Average	<u>Score: 3</u> Very Good	<u>Score: 4</u> Elite
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When we finish the Coggle, each group will share their Coggle with another group to be evaluated. Groups will also evaluate their own work as well.

**Organization:** Notes are organized in a way that allows the viewer to understand relationships to other notes, chronological order or denotes the visual organization of Topics and Subtopics. Information is not in random order.

**Concepts:** Concepts are located with the Notes they correspond to. Remember: Concepts are broad topics that are adaptable to many topics and not specific.

**Questions:** are located in relation to the information they correspond with.

**Links:** Coggle includes links to sites that explain further the topic or subtopics. These materials were prepared by Harms LLC and have neither been developed, reviewed, nor endorsed by Houghton Mifflin Harcourt Publishing Company, publisher of the original *WORLD*

*HISTORY: Patterns of Interaction* work on which this material is based.