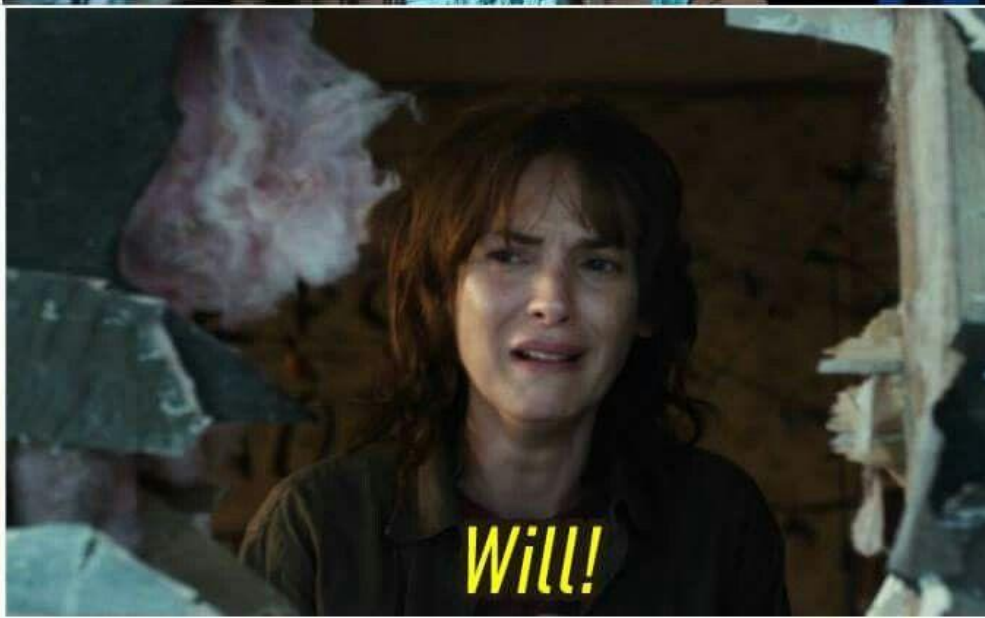


# ME LOOKING FOR MY WILL TO STUDY



# **Exam #1 Review Topics**

# Unit 1: The Renaissance and Exploration

## I. Causes of the Renaissance

- a) Plague, Great Schism, Babylonian Captivity, Urbanization, Italian wealth, city-state competition, Printing Press

## II. Italian Renaissance and Northern Renaissance

- a) Celebration of the individual, Greek and Roman texts, secular spirit, Florence and the Medici, banking,
- b) Petrarch, Pico, Machiavelli
- c) Erasmus, Northern Ren. Artists

## III. The Printing Press and Impact of Printing

## IV. New Monarchies

## V. Technological Advances Age of Exploration

- a) Causes, technology, where and why people explored (gold, glory, god),

## VI. Renaissance Art

- a) Techniques/characteristics, key artists (Michelangelo, Raphael, Da Vinci etc.)

## VII. Rivals on the World Stage

## VIII. Colonial Expansion and Columbian Exchange

## IX. The Slave Trade

## X. The Commercial Revolution

## I. Contextualizing 16<sup>th</sup> Century Developments

a) Northern Ren., printing, previous reform efforts (Hus, Wycliffe)

## II. Luther and Protestant Reformation

a) Events (95 Theses, Worms, Augsburg Confession, Peasant Uprising)

b) Main Ideas (Faith and faith alone, bible =#, priesthood of all believers)

c) The Augsburg Peace of 1555

## III. Protestant Reform Continues

a) John Calvin and Calvinism, Geneva and creation of a theocracy, Key Ideas (the “elect” and predestination, limits on “ungodly” activity)

b) Henry VIII and Anglicanism, the Act of Supremacy; Mary Tudor, Elizabeth, the “Elizabethan Settlement”

c) Spread to France and the Huguenots, Spread to Scotland (John Knox)

d) Zwingli and Anabaptists

e) Relationship of church and state in flux



## IV. The Wars of Religion

- a) The French Wars of Religion (St. Bart's Massacre, 3 Henry's War, Edict of Nantes)
- b) Dutch Wars and Independence Movement
- c) 30 Years War (4 phases, Adolphus, Peace of Westphalia)

## V. The Catholic Response

- a) Council of Trent, Jesuits, Inquisition, New Spiritual Movements

## VI. 16<sup>th</sup> Century Society and Politics

- a) Social hierarchies continue, debates about women's role in society, role of church in people's daily lives, noble prestige

## ~~VII. Art of the 16<sup>th</sup> Century: Mannerism and Baroque Art~~

## VIII. Causation in the Age of Reformation and the Wars of Religion

# MC Questions

- Pick the best answer
- Don't over think it - changing your answer is often not a good idea
- If you can't pick out the best answer, start by eliminating choices you think are not correct
- **READ THE QUESTION** - sometimes the question is about the stimulus sometimes the stimulus has nothing to do with the question
- If you are not sure - guess. There is no penalty for a wrong answer
- Just because you don't know what a choice is doesn't mean it's correct

## MC Questions “The Richey Doctrine”

### WHEN EXAMINING THE DOCUMENT, CONSIDER:

1. The historical period, movement, or individual being discussed (all of the questions will address this topic)
2. The Speaker’s Point of View
3. What is the document’s *context*? This is often more important than the document’s *content*. A stimulus item is intended to *stimulate* knowledge that is already in your brain... if it’s there.

#### **MINE** the document.

Get what you’ll need to answer the questions and **ONLY** what you’ll need to answer the questions..

### A SLIDING SCALE

Content Knowledge

Interpretation Skills

*The better you are at one, the less you’ll need the other.*

The next part is to consider the QUESTION TYPE. For each question, determine whether the stimulus is:

#### **NECESSARY** (about 25%)

The question cannot be answered without the stimulus item, although it may require some additional outside knowledge. *This type of question is most likely to appear as the first item in the set.*

#### **HELPFUL** (about 25%)

The stimulus can be helpful in answering the question if the student is not knowledgeable about the particular topic. Students who have a lot of background knowledge and can apply it will not need the stimulus.

#### **UNHELPFUL** (about 50%)

The stimulus is simply a “window dressing” that could potentially distract you from considering what the question is really asking.

**DON’T BE FOOLED!** Often, this type of question makes a reference to the stimulus as if it matters. **IGNORE IT!**

*It would be helpful to write **N**, **H**, or **U** next to the question to get yourself in the right mindset, at least until it becomes second nature for you to go through this process with each question and intuitively see what kind of question it is. Remember the general principle that as the question set continues, the questions will generally be less directly dependent on the stimulus.*

## MC Questions “The Richey Doctrine”

### ELIMINATE YOUR WAY TO THE CORRECT ANSWER.

There are THREE REASONS why a distractor (incorrect answer) would be incorrect:

#### OUT OF PERIOD

The distractor makes a correct statement but it's a century or more removed from the document.

*Sometimes, something from an adjacent period may be valid if the question is about causation.*

#### IRRELEVANT

The distractor is in the same time period as the question and makes a correct statement, but it is not relevant to the question.

*When you see the word **directly**, be on the lookout for irrelevant answers.*

#### WRONG

The distractor makes a false statement that you know or believe (trust your instincts) to be untrue.

*One of the keys to the multiple choice is realizing that not all incorrect answers are wrong.*

*It would be helpful to write **O**, **I**, or **W** next to each eliminated distractor instead of a / or an X.*

Answers that meet the above criteria should be eliminated first, then

1. **Consider the remaining choices.** (There should be one or two left in most cases.)
2. **Pick the better answer.** (Sometimes, you will have to guess. It's okay!)

#### DIRECT CAUSE AND EFFECT:

The new questions seem to use the word **DIRECT** a lot in reference to cause and effect. Be wary of this.

#### HISTORICAL THINKING SKILLS:

The new questions emphasize historical thinking skills (comparison, cause and effect, continuity and change, periodization) so be ready to use these skills when tackling these questions.

#### DO THE QUESTIONS IN ORDER:

I'm still testing this hypothesis, but I think that the questions start with a more basic assessment and move on to more interpretive questions *and the answers you give to one of the first questions might affect how you approach the questions that follow.* It looks to be the case that you should ALWAYS answer the questions in order (because they build upon each other).



# SAQ Questions

“A” - answer the question!!

“C” - cite SPECIFIC evidence

“E” - explain more about your answer

- 3-5 sentences PER item (3 items per SAQ)
- Label each part of your response (A, B, C)

# 30 Years War SAQ

The 30 Years War marked a major turning point in European history.

- A) Identify and explain ONE military impact of the war.
- B) Identify and explain ONE social impact of the war.
- C) Identify and explain ONE political impact of the war.

Bonus:

Identify and explain ONE religious impact of the war.