

UNIT TWO TEST: TUESDAY NOVEMBER 18TH, 2014
ABSOLUTE RULE | THE SCIENTIFIC REVOLUTION |
THE ENLIGHTENMENT | “SOURCING” | “CONTEXTUALIZATION”
(STUDY GUIDE)

NOTE: Tuesday, November 18th, 2014 we will be having our test on the content and skills we have been working on over the past four weeks. The test is primarily aimed at helping you get an understanding of *your understanding* of the material and skills we have been building thus far. Below is a list of general ideas you will want to familiarize yourself with when preparing for the test. The long & short of how to best prepare is to A.) make sure you spent your time in class engaged with the discussions and activities of each lesson, and B.) review HW readings and CW notes. Any further questions please see me. You will be fine! Don't over-stress.

- Mr. Flynn

FORMAT OF TEST:

- Multiple Choice
- Short Answer
- Historical Assessment of Thinking (H-A-T)

UNIT THEMES

- Absolute Rule
- Scientific Thinking
- Ideas & understandings about the relationship between government & the individual in the 16th & 17th century

PATHWAY TO EUROPEAN ABSOLUTISM

- Legislation
- Parliament
- Estates General
- Renaissance
- Protestant Reformation
- Absolutism
- Divine Right of Kings
- Absolute Rule in France
- Louis XIV
- French Society under Louis XIV
- Peasantry

THE SCIENTIFIC REVOLUTION

- Copernicus
- Geocentrism vs. Heliocentrism
- Council of Trent
- The Inquisition
- Heresy
- Galileo Galilei
- Francis Bacon
- Isaac Newton

THE ENLIGHTENMENT

- Primary Themes of the Enlightenment
- Cause & Effect of English Enlightenment
- The Social Contract
- Natural Rights
- Thomas Hobbes
- John Locke
- Voltaire
- Montesquieu
- Jean Jacques-Rousseau
- Mary Wollstonecraft

HISTORICAL THINKING: SOURCING & CONTEXTUALIZATION

- Evaluating the reliability of an historical document through the historical thinking skills of “Sourcing” & “Contextualization”
- What does a balanced set of historical perspectives look like?
- How can surrounding circumstances (i.e. *historical context*) influence the reliability of historical evidence?
- How can a document’s *authorship* or one’s personal background (i.e. *sourcing information*) influence the reliability of historical evidence?
- How does a document’s *date of creation* influence its reliability? (*sourcing*)
- How does a document’s *purpose* influence its reliability? (*sourcing*)
- How does a document’s *date of creation* influence its reliability? (*sourcing & context*)
- How does a document’s *location of creation* influence its reliability? (*sourcing*)