

Modern European History

Unit 2 - Reformations

Study Guide

At the end of each unit you have the choice to take a comprehensive exam or complete a project and a 20-question multiple-choice exam. The following study guide and project option will allow you to make an informed decision about whether you will take the exam or complete the project. The project must be handed in the day of the exam or you will be required to take the exam.

Suggestions for studying for your exam:

1. Find a quiet place without distractions for you to study.
2. Review the handouts and notes you completed during this unit.
3. Go through the list of information on this study guide, writing out an identification of each item.
4. Quiz yourself or have someone else quiz you on the items at least once the night before the exam.
5. **PLEASE TAKE NOTE:** If you write out identifications of the items on your study guide, you will most likely earn a higher score on your exam AND you may turn this in on the day of the exam to earn up to 2 extra points on your exam grade. (It must be hand written and turned in on the day of the exam to receive credit.) Both students who take the comprehensive exam and students who complete the project have the ability to complete the study guide for extra credit.
6. We will study for the exam next class and your exam (or due date for project) will be as follows:
Black Day: Monday, 11/21 **Orange Day: Tuesday, 11/22**

You should be able to identify/describe/explain the following:

Avignon Papacy
Babylonian Captivity
Western/Second Great Schism
1414 Council of Constance
John Wycliffe/Lollards
Jan Hus
Lorenzo Valla
Donation of Constantine
clerical ignorance
pluralism, absenteeism
Martin Luther
Wittenberg Church
Johann Tetzel
95 Theses
Elector Friedrich the Wise
Diet of Worms
Junker Jörg (Knight George)
“September Testament”
Diet of Nuremberg
Thomas Münzer
The Wars of the Roses
Richard, Duke of York
King Henry VI
House of York (white rose)
King Edward IV
Elizabeth Woodville
Richard Neville, Earl of Warwick
House of Lancaster (red rose)
Queen Margaret of Anjou

Richard, Lord Protector
King Edward V
King Richard III
princes in the tower
1485 Battle of Bosworth Field
Henry Tudor/King Henry VII
Edward IV’s daughter Elizabeth
Henry VIII
The Tudor Rose
Arthur Tudor
Catherine of Aragon
Anne Boleyn
Pope Clement VII
HREmperor Charles V
“Reformation Parliament”
Submission of the Clergy
Act of Succession
Act of Supremacy
Thomas More
Jane Seymour
Anne of Cleves
Catherine Howard
Catherine Parr
transubstantiation
Edward VI
1549 Act Of Uniformity
Book of Common Prayer
Mary I
Elizabeth I
Thirty-Nine Articles of Religion

German Peasants’ War/Revolt
League of Schmalkalden
Francis I of France
Peace of Augsburg (1555)
Anabaptists
John of Leiden
polygamy
Ulrich Zwingli
theocracy
John Calvin
Institutes of the Christian Religion
predestination v. good works
conversion experience
elect, visible saints
Calvinism
the Consistory/Presbyters
Protestant Work Ethic
Presbyterians, Puritans
Reform Commission
The Inquisition
The Council of Trent
The Index of Forbidden Books
Reforming Orders
Theatines, Franciscans,
Ursulines
Society of Jesus/ Jesuits
Ignatius of Loyola
Teresa of Ávila
Carmelites

Modern European History

Unit 2 - Reformations

Create A Game Project Option

Description

The project option for this unit is to create a game that highlights the main ideas of our Reformations unit. The game will be of your own design but based on specific content and format guidelines.

Format

You will create the general design of your game, but it should be interesting, fact-based, attractive, and fun to play. Here are the specific parts of the game that you must include:

1. **RULES**

Write rules for your game that can be easily followed and that are based on winning by answering the most questions correctly.

SUGGESTIONS:

- > game could be played by individual players or teams of players
- > simple board or card game rules from other games may help answer some basic play questions

2. **QUESTIONS AND ANSWERS**

Create at least 50 questions and correct answers based on information on the study guide.

SUGGESTIONS:

- > write the questions neatly or computer print them, with the question on one side and the answer on the other
- > divide your questions into categories and/or levels of difficulty; i.e.: political/social, easy/difficult
- > create special cards with more difficult questions that award players bonus points or moves

3. **PROPS**

Decorate the board, cards, etc. to make the presentation attractive.

SUGGESTIONS:

- > use a pizza box, cardboard, oak tag, construction paper, legal sized file folders, etc.
- > use such things as a spinner, dice, chance cards, player pieces, etc.

4. **EVALUATE**

Hand write or type your rules and questions and correct answers and ask someone to proofread and sign the rough draft before creating final copies of both. Then play the game and ask TWO other players for feedback by having each player complete the "Game Evaluation Questions" (see back).

Content

Your game must include questions and answers about the most important information of this unit (see study guide). **DO NOT CREATE QUESTIONS ABOUT ANYTHING THAT WAS NOT DISCUSSED IN CLASS OR IN OUR NOTES OR A HOMEWORK READING.**

What You Will Hand In

1. Your game, including all pieces (the board, cards, playing pieces, dice, etc.)
2. A proofread, signed rough draft of the game rules and all questions and answers (-10 pts. if missing).
3. A final copy of the rules of the game and the questions and answers used in the game.
4. Two completed "Game Evaluation Questions" sheets filled out by individuals who played your game and gave you feedback.

PLEASE, PLEASE, PLEASE BE SURE ALL OF YOUR PROPS ARE TOGETHER IN ONE BAG/BOX/ETC. MARKED CLEARLY WITH YOUR NAME!!!!

Your Grade

The board game will count as 80% of the assessment grade and the 20-question objective quiz taken on the day of the exam will count as the other 20% of the assessment grade.

Black Day: Monday, 11/21

Orange Day: Tuesday, 11/22

Board Game Rubric

Basic Requirements

includes proofread, signed draft of all written pieces and two completed "Game Evaluation" sheets

includes all necessary game props

Content (60 points)

game includes 50 questions and correct answers on the content from this unit

rules include object of winning by answering the most questions correctly

50

10

Format (35 points)

game questions are written with correct spelling and grammar

all game props are creative and attractive and exhibit the student's effort

game questions are based on the most important content from this unit

rules are easily followed and allow for smooth flow of play

10

10

10

5

Total Points Earned on Project:

Board Game Evaluation

Thank you for playing _____'s board game.

(Student's Name)

To allow this student to receive some feedback on the game, please answer the following questions after the game has been finished.

1. How clear (easy to follow, understandable, etc.) were the rules?
2. How easy or difficult were the questions?
3. How attractive, colorful, etc. was the board game?
4. What suggestions for changes (additions/changes/deletions) do you have for the designer of this game?

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