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 \_\_ 50\_\_ \_\_\_\_\_\_\_

rules include object of winning by answering the most questions correctly \_\_ 10\_\_ \_\_\_\_\_\_\_

**Format (35 points)**

game questions are written with correct spelling and grammar \_\_ 10\_\_ \_\_\_\_\_\_\_

all game props are creative and attractive and exhibit the student’s effort \_\_ 10\_\_ \_\_\_\_\_\_\_

game questions are based on the most important content from this unit \_\_ 10\_\_ \_\_\_\_\_\_\_

rules are easily followed and allow for smooth flow of play \_\_\_5\_\_\_ \_\_\_\_\_\_\_

Total Points Earned on Project: \_\_\_\_\_\_\_

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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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