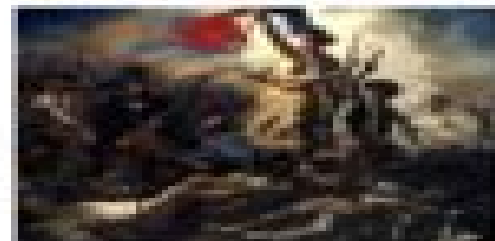
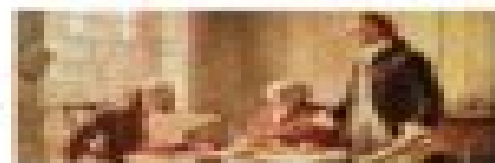


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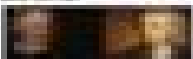
Key Ideas from this section:

- As empires expanded and trade routes led to more interactions – scientists, philosophers, and political thinkers in the 17th and 18th centuries began to emphasize A. reason and logic over traditional beliefs and B. individual rights over community commitments. The ideals of this movement, such as individual rights and private control of land/businesses, challenged the roles of rulers and church leadership, planted the seeds of major political revolutions.
- Following the Scientific Revolution and the birth of the Enlightenment, Enlightenment thinking leded to two movements: positive/progressive. Many writers believed that applying reason/logic to government and society would result in progress. While not denying the existence of God, they emphasized human accomplishments in understanding the natural world.
- The clash between new progressive or liberal ideas VS old political structures (conservative ideas) led to revolutions that often had two aims: independence from imperial powers; temporal and constitutional representation (more democracy). This decline of empires and the emergence of new forms of government often followed.
- In Europe and America, Enlightenment thinkers reacted to the social problems caused by increasing urbanization (growth of cities) and industrialization (factory production). Poverty in the cities increased. Poor workers lived in slums without proper sanitation and without political representation. Various writers proposed solutions for these problems including government regulations and charity programs. Others blamed the poor themselves and called on them to change their situation on their own.
- New political ideas that grew out of this time period (1750 – 1800) included increased rights and equality for women, minority groups, and the labor classes.



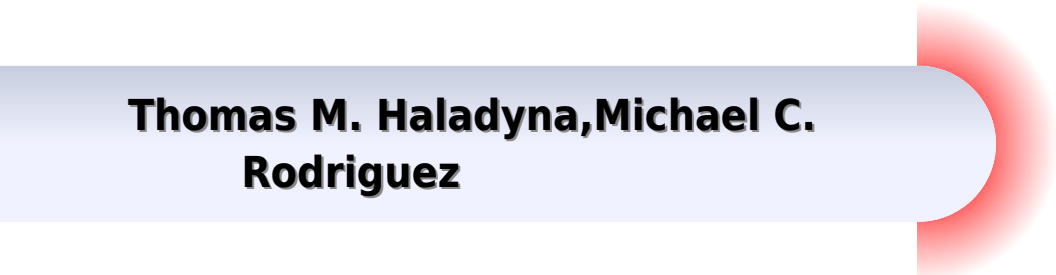
Unit 5.1 - The Enlightenment

Q1. Complete 2 boxes in EACH COLUMN in the chart below. The “starred” items are required.

Terms	Briefly explain (5 - 10 words) what this term means/how it connects to this time period. USE THE TEST not Google.	- Which key idea from the list above best connects with this term? - Explain the connection. “This term best connects with key idea ____ because ____ the key idea states the ____ and the term directly represents the idea for ____.” “Key idea ____ represents how ____ and the term is an example of ____.” (Must include either a CAUSE or EFFECT of a historical situation connected with the term) Example: The Enlightenment then nurtured the idea ____ is the cultural interaction between thinkers and Muslims in Southwest Asia through Muslim ____ with religious ideas that led to the ____ that often played their religious ideas in a new and a very fresh perspective.
Mobs and Locke 	____ Mobs believed that society needed to sacrifice some freedoms for a strong central govt in order to protect themselves from the the animals. Locke believed all humans had natural rights that needed to be protected by the government.	- Key idea: ____ - Explain the connection. (Must include a CAUSE or EFFECT)
The Philosophes 	____	- Key idea # - Explain the connection. (Must include a CAUSE or EFFECT)

Ap World History Reading Log Answers

**Thomas M. Haladyna, Michael C.
Rodriguez**



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Congressional Record United States. Congress, 1999 The Pennsylvania School Journal Thomas Henry Burrowes, James Pyle Wickersham, Elnathan Elisha Higbee, David Jewett Waller, Nathan C. Schaeffer, John Piersol McCaskey, Thomas Edward Finegan, James Herbert Kelley, 1869 Pennsylvania School Journal, 1870 Journal of Education and School World, 1887 **New England Journal of Education** Thomas Williams Bicknell, Albert Edward Winship, Anson Wood Belding, 1901 *SDEA Journal* South Dakota Education Association, 1929 *Musical Record and Review* Dexter Smith, Lorin Fuller Deland, Philip Hale, Thomas Tapper, 1897 **The Journal of the National Education Association** National Education Association of the United States, 1926 **Developing and Validating Test Items** Thomas M. Haladyna, Michael C. Rodriguez, 2013-07-18 Since test items are the building blocks of any test learning how to develop and validate test items has always been critical to the teaching learning process As they grow in importance and use testing programs increasingly supplement the use of selected response multiple choice items with constructed response formats This trend is expected to continue As a result a new item writing book is needed one that provides comprehensive coverage of both types of items and of the validity theory underlying them This book is an outgrowth of the author s previous book *Developing and Validating Multiple Choice Test Items* 3e Haladyna 2004 That book achieved distinction as the leading source of guidance on creating and validating selected response test items Like its predecessor the content of this new book is based on both an extensive review of the literature and on its author s long experience in the testing field It is very timely in this era of burgeoning testing programs especially when these items are delivered in a computer based environment Key features include Comprehensive and Flexible No other book so thoroughly covers the field of test item development and its various applications Focus on Validity Validity the most important consideration in testing is stressed throughout and is based on the Standards for Educational and Psychological Testing currently under revision by AERA APA and NCME Illustrative Examples The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items Strategies for training item writers and developing large numbers of items using algorithms and other item generating methods are also presented Based on Theory and Research A comprehensive review and synthesis of existing research runs throughout the book and complements the expertise of its authors **Publishers' circular and booksellers' record**, 1883

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