



DBQ for AP World History

The printing press was transformed by Johann Gutenberg, a German goldsmith, and more than 8 million books were printed in Western Europe between 1456 and 1500. This invention had an effect with the Protestant Reformation. It not only furthered the knowledge of geography, but it also expanded knowledge throughout the countries and whether you were wealthy or poor, printing made books available to the general public.

By 1560, many people were either Catholic, Protestant, or mixed (Doc. 5). Non-Catholic Western European Christians were the followers of Luther. Luther's goal was to stir debate around the issue of indulgences. He believed that it was wrong how the churches would encourage indulgences onto the people. Written in one of the 95 Theses, if people bought indulgences, then they would be "eternally damned" and because of the printing press, the 95 Theses were known throughout Europe (Doc. 3). Luther would compare criminals to the Popes to get his point across. In document 4, Luther used the word "robbers".

Robbers steal and he used this word against the popes. The popes were taking money from the people in exchange of an indulgence. Lucas Cranach, a close friend of Luther, made a woodcut to demonstrate not only the comparison between a pope and Jesus, but also how money was a key factor (Doc. 4). Having a point of view from a Catholic German pope in 1521 could give details and evidence of how indulgences were for the better of the people and not for the pope himself.

In 1471, the printing press was not known widely. About thirty years later, the invention spread and along with it was a letter (Doc. 2). Christopher Columbus wrote about his experience of inhabited islands he found in the letter and because of the printing press, his letter spread throughout Western Europe (Doc. 6). He wrote this to keep the king of Spain updated and to let the public know his findings. Columbus was a skilled voyager. He wanted to find new routes and to bring back goods. In 1489, Martellus, a German, was able to create a world map and Columbus was able to improve the map accurately with his travels.

Then almost a hundred years later, Abraham Ortelius, a German, was able to create an accurate world map (Doc. 7). In document 6, it is noted that Columbus was believed to have written most of the letter coming back from America. Having a statement from an eyewitness boarding Christopher's vessel between 1492 and 1493 could provide a detailed or accurate description on when he wrote the letter.

At first, a scribe would be writing a book by hand from the dictation of a scholar. Then in the mid-1500s, print shops would be built (Doc. 1). Just like the evolving of printing and books, knowledge was expanded and it evolved as well. Isaac Newton was able to use previous

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Cracking the AP World History Exam 2006-2007 Princeton Review (Firm),2006-01-10 Provides test taking strategies a subject review and practice tests Writing a DBQ: AP US History ,2007 This PowerPoint presentation consists of 94 slides showing a step by step method for formulating and composing a response to the AP U S history DBQ It is accompanied by a binder containing printouts of the slides with lecture notes and reproducible student handouts The printouts and handouts are also available on the CD ROM as PDF files **History** Robert Blackey,2011-02-01 This book includes 14 essays written by the author that provide practical advice for teachers and students to assist both in achieving the best results for teaching learning and writing about history Part 1 offers suggestions for enlivening classroom presentations Part 2 addresses the problems of teaching students to write and part 2 focuses on history tests and exams including ways to construct and respond to essay questions **The College Board College Handbook 2006** College Board,2005-07-20 The easy way to find and compare schools fast **Developing Historical Thinkers** Bruce A. Lesh,2023 This practical book addresses the consistent questions that were posed by secondary social studies teachers during professional learning sessions In particular it examines ways to break through the inclination and perception expressed by many teachers that My kids cannot do that Drawing on 22 years as a high school history teacher 7 years as a state level curriculum specialist and extensive work with in service teachers across the country the author provides research based guidance for engaging students in investigating the past Lesh examines ways to develop effective questions that guide historical inquires how to utilize discussion in the classroom and how to align assessment to inquiry He also shows teachers how to incorporate difficult histories within an inquiry framework Each chapter uses a specific lesson framed by student work to illuminate approaches in real classroom scenarios Topics include The Pullman Strike of 1894 the Marcus Garvey question Dust Bowl Migrants Mao and Communist China the LGBTQ fight for rights and multiple lessons from World War I This follow up to the author s book Why Won t You Just Tell Us the Answer fills in gaps and expands tools and classroom examples to assist today s teachers Book Features Offers ways to promote teacher growth as it pertains to historical thinking Demonstrates how to align investigating the past with the needs of reluctant readers and students with special needs Provides lesson materials and instructional guidance Addresses how to teach difficult subjects such as LGBTQ history Aligns historical literacy with inquiry based instruction Journal of Social Studies Research ,2012 **Teaching for Historical Literacy** Matthew T. Downey,Kelly A. Long,2015-07-30 Teaching for Historical Literacy combines the elements of historical literacy into a coherent instructional framework for teachers It identifies the role of historical literacy analyzes its importance in the evolving educational landscape and details the action steps necessary for teachers to implement its principles throughout a unit These steps are drawn from the reflections of real teachers grounded in educational research and consistent with the Common Core State Standards The instructional arc formed by authors Matthew T Downey and Kelly A Long takes teachers from start to finish

from managing the prior learning of students to developing their metacognition and creating synthesis at the end of a unit of study It includes introducing topics by creating a conceptual overview helping students collect and analyze evidence and engaging students in multiple kinds of learning including factual procedural conceptual and metacognitive This book is a must have resource for teachers and students of teaching interested in improving their instructional skills building historical literacy and being at the forefront of the evolving field of history education

The American Archivist ,2007 Includes sections Reviews of books and Abstracts of archive publications Western and Eastern Europe

The College Board College Handbook College Entrance Examination Board,2007-06 Presents information on enrollment fields of study admission requirements expenses and student activities at two and four year colleges

Profiles of American Colleges with CD-ROM Barron's Educational Series,2006-07-01 Up to date information on enrollments tuition and fees academic programs campus environment available financial aid and much more combine to make 27th edition of Profiles of American Colleges America s most authoritative source for information on colleges and universities College bound students parents and high school guidance counselors will find information on more than 1 650 accredited four year colleges across the United States A CD ROM enclosed with each copy of this comprehensive directory presents an interactive format and lets students find individual schools by entering specific criteria In addition to the above cited information each college profile gives details on admission requirements library and computer facilities athletic facilities extracurricular activities e mail addresses fax numbers web sites and more Schools are rated according to Barron s famous competitiveness scale from Noncompetitive to Most Competitive The book s extra section of tinted pages presents a complete quick reference Index of College Majors listing all available major study programs at each school Also profiled are many of the best known colleges in Canada and several other countries

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Children's Books in Print R R Bowker Publishing,Bowker,1999-12

Barron's Profiles of American Colleges , *Advanced Placement World History 2006-2007 Professional Development Workshop Materials. Exam Resources and Program Information* College Entrance Examination Board. Advanced Placement Program,2006

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