

Take Home Evaluation (15%) Western Civilization: Middle Ages and Early Modern Period

Enter your name here:

Format: The format for this exam is an open book analysis test. It will be distributed to you Friday November 5th by Léa, and the completed answer sheet must be submitted to the **assignment dropbox before Friday November 12th**.

Saving as you go along: To prevent you from not being able to hand in an answer sheet at the end of the test, make sure to clearly save the answer sheet file to your computer while writing the test, and to resave often.

Time: This test should take you about 1 hour to 2 hours to complete if you are understanding the material and have created good supporting notes. Each question has a word length attached to it, to help you gauge how many resources to devote to it.

Materials: You are allowed to use your notes and primary source readings. **Using the internet to search for answers will not contribute to your points on this exam.**

Citations: If you quote from a primary source reading, you must include a citation in brackets at the end of the sentence: Example: (Magna Carta). If you do use information from a website and forget to quote it, this will be considered plagiarism and you will be awarded a grade of '0'. It is not necessary however to quote other documents (PowerPoint slides, in-class activities, student presentations) that have been added on Léa.

Integrity: The same rules that apply to other take-home work applies to this at-home test. This test is to be done individually and is not a group project: It is expected that all of these answers will be completed individually. I will use Turnitin.com to support academic integrity. Tests that demonstrate cheating or plagiarism - for a small part, a large part, or for the whole of this test - will receive a grade of '0'.

How will you be graded?: This test has been designed to measure how well you know the material, not just 'if you found the answer'. Take a careful look at the grading schemes - found on the last page - before you start the test, to best understand how your answers will be graded.

Support: You can send me a MIO message should you have trouble understanding a specific question. Please keep in mind that it may take me up to 24 hours to respond.

Part A: Short-Answer Analysis Question (40 points)

(5-7 sentences each) Use your notes to answer 4 of the 6 questions below, in 2-4 sentences each. For each answer, provide specific supporting examples from your class notes, in-class activity handouts and/or student presentations.

- 1) **Find 1 point of comparison and 1 point of similarity** between the Carolingian Renaissance and the Italian Renaissance. Provide specific examples.
- 2) **According to your analysis**, how could the Reformation be considered as a continuity of the power struggles of the Middle Ages rather than the beginning of the Early Modern Period. Provide specific examples.
- 3) **Find 2 points of comparison** between the Crusades and the beginning of the Age of Voyages. Provide specific examples.
- 4) **According to your analysis**, how has monarchy evolved from the Middle Ages to the Early Modern Period? Provide specific examples.
- 5) **According to your analysis**, in what ways are the Italian Renaissance, the Scientific Revolution and the Age of Enlightenment considered as separate phenomena? Provide specific examples.
- 6) **According to your analysis**, what are the positive and negative aspects of the Enlightenment (c.18th century)? Why is this movement significant? Provide specific examples.

Part B: Primary Source Question (30 points - 15 minutes)

(200-250 words – 1 large paragraph) Numerous primary source excerpts were included in this portion of the course: Einhard's Life of Charlemagne, the Magna Carta, Boccaccio's Decameron, A Short Account of the Destruction of the Indies by Las Casas and a series of sources from the Crusades. Using quotes from the readings to support your point, answer the following question in 1 large paragraph by following the P-E-A format. All quotes must include a citation in brackets at the end of the sentence.

- 1) Across all sources from the Middle Ages, what seems to come out as a major preoccupation for the people of the Middle Ages?

Part C: Long-Answer Analysis Question (30 points - 15 minutes)

(250-300 words – 1-2 large paragraph) Consider the following quote from McKay (2017):

“By the fifteenth century [1400s], scholars in the growing cities of northern Italy began to think that they were living in a new era, one in which the glories of Ancient Greece and Rome were being reborn. What separated their time from classical antiquity, in their opinion, was a long period of darkness, to which a seventeenth century [1600s] professor gave the name ‘Middle Ages’”.

Answer the next question to answer in 1 large paragraph, using the P-E-A format. Write in full sentences, however you may use bullet points when providing your evidence.

- 1) Why is it possible to state that these scholars of the Italian Renaissance were wrong? **In what ways were the Middle Ages not just a long period of darkness that separated classical antiquity and the early modern period?**

A completed test should have 6 answers in total.



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ANSWER SHEET

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Part A: Short-Answer Analysis Questions

Question #	Answer	Points
1	One of the similarities between the Carolingian renaissance and the Italian renaissance is that both were periods of cultural change and development. The Carolingian renaissance was the backbone of Western civilization whereas the Italian renaissance led to the development of the three states with the clergy, ruling class and aristocrats, and peasants belonged to the first, second, and third estate respectively. On the other hand, cultural changes during the eighth and ninth centuries whereas those during the Italian renaissance occurred between 14th and 17th centuries.	/10
2	Reformation can be considered as a continuity of the power struggles since it meant resisting the existing Catholic laws and teachings and splitting away to become the protestants. Martin Luther had his own beliefs which he shared with his followers and they opposed those of the Roman Catholic thus they broke away. Other people across Europe who did not believe in the Catholic doctrines also resisted them and joined his movement.	/10
3	One of the major differences between Crusades and the Age of Voyage is that whereas Crusades were mainly concerned about taking over new religious grounds and fighting the Muslims, Voyage involved the exploration of new trading routes and discovery of trade items. Furthermore, Age of Voyage involved forming good relations with the members of the regions they discovered whereas Crusades involved starting wars with the inhabitants of the area so as to take over. An example of a Voyage was that of Christopher Columbus who set out to find the nearest route and ended up forming good trade partnership. The war between Saladin and Richard the Lionheart is an example of a crusade that ended with Saladin remaining in control of his empire.	/10
4	Initially, there was use of private courts as a form of ruling by the monarchies in the Middle Age period but as time went by the courts were restructured into more formal ones in the early modern age. Furthermore, the head of the monarchies came from the ruling family and power was hereditary but later on, there was the introduction of the voting system where people could choose who they wanted. The monarchies were later abolished with only twelve sovereign monarchies remaining such as England.	/10

Part B: Primary Source Question (using P-E-A format)

Question #	Answer	Points
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1	<p>From the numerous excerpts that have been included in the course, it is safe to say that the major preoccupation of the during the Middle Age period was agriculture and slave trade. People were either free or worked as slaves to masters who owned them for a given period of time. From the excerpts that have been shared in the course, there is mention of numerous do's and don'ts of slavery. For example, in 'The Torah: Laws' it is stated that when one buys a slave then the slaves can only work for them for a maximum period of six years after which they are allowed to leave for free (pg. 7). In addition, the are rituals and activities done to the slaves such as drilling of holes in the ears of slaves who love their families thereby making them slaves for the rest of their lives. Furthermore, slaves are properties of the master in such a way that the slaves can be inherited by the children of the master. Moreover, in the event that the man decides to marry while under slavery then their wives and children would still remain the property of their master whereas they are set free. On the other hand, agriculture was also a major activity during the Middle Age period as slave trade done was done to provide labor in the farms. Furthermore, there was the creation of industrial armies which were expected to work in the farms (pg. 35).</p>	/35
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Part C: Long-Answer Analysis Question (using P-E-A format)

Question #	Answer	Points
1	<p>It is possible to state that the scholars of the Italian Renaissance were wrong since the Middle Age period represented the transition period between the fall of Roman empire in 476 CE and the genesis of the renaissance. This is because during this period, the ideas and inventions were being made and had not been finalized so it cannot be said that they were living in a new era. During this period, people were discovering new trading items and forming new trade partners from different parts of the world. Furthermore, during this new period, the European travelled by the sea in search for new trading routes as the initial ones had been destroyed. In addition, travelling by land was very dangerous since they were susceptible to attack from the communities who thought they had come to occupy their regions or even other European who thought their territories were under attack. The period of Middle Age, therefore, a period of darkness since there existed no defined form of governance or trade among the people. Furthermore, during this period, there numerous wars among the people, especially the Muslims and the Catholics, who fought over spiritual landmarks. This meant that the communities lived in fear of their lands being conquered or killed during the war. In addition, there were defined form of governance during this period since most of the territories and kingdoms had fallen. This appeared to make them vulnerable to attacks from other communities as well as cultural erosion since they had no one to lead them on their community's cultural practices. An example of a war that occurred during this period is the war between Saladin and Richard which happened in the third crusade with Saladin emerging as the victor.</p>	/35

Take home evaluation (15%): Western Civilization

Grading Scheme for this Test (20%)

This test has been designed to measure how well you know the material, not just 'if you found the answer'.					
	Expert 90-100%	Advanced 80%	Average 70%	Beginning 60%	Needs Improvement 50% or below
Part A: Short-Answer Questions 40%	The student demonstrated deep and thorough understanding of the course content from Units #1-5. They made unique and advanced points of analysis and provided specific and correct supporting examples.	The student demonstrated a good understanding of the course content from Units #1-5. They made unique points of analysis and were mostly able to provide specific and correct supporting examples.	The student demonstrated an average understanding of the course content from Units #1-5. They made introductory or easy points of analysis. For the most part they were able to provide supporting examples, but there may have been factual errors or a lack of specificity.	The student demonstrated a passing understanding of the course content from Units #1-5. Their points of analysis were ones already stated in class or obvious points. They struggled to include correct and specific supporting examples.	The student was only able to find and copy the relevant information from another source (like an internet site) but wasn't able to demonstrate unique analysis or independent understanding of the course content.
Part B: Primary Source Question 30%	The student demonstrated deep and thorough understanding of all the assigned primary source texts. They were able to make unique and advanced points of analysis and provide unique and specific textual examples, with citations.	The student demonstrated a good understanding of most of the primary source texts. They were able to make unique points of analysis and were mostly able to provide unique and specific textual examples with citations.	The student demonstrated a satisfactory understanding of most of the primary source texts. They made introductory or easy points of analysis. They were able to provide general or easy textual examples.	The student demonstrated a passing understanding of the texts. Their points of analysis were ones already stated in class or obvious points. They struggled to include correct, specific, or more difficult supporting examples.	The student was only able to find and copy the relevant information from another source (like an internet site) but wasn't able to demonstrate understanding of the assigned primary source readings.
Part C: Long-Answer Analysis Question 30%	The student clearly stated their points using the P-E-A format. The student demonstrated advanced knowledge and understanding of the course content. The student used multiple supporting examples to come to a conclusion. The student used citations and included advanced and unique supporting examples. The student made advanced and unique points of analysis.	The student clearly stated their points using the P-E-A format. The student demonstrated good knowledge and understanding of the course content. The student drew upon at least 2 facts to come to a conclusion. The student used citations and for the most part included advanced and unique supporting examples. The student made at least 1 advanced and unique point of analysis.	Sometimes the point was stated only at the end of an argument. The student demonstrated average knowledge and understanding of the course content. The student was able to support points with 1 example. The student sometimes forgot to use citations or relied on the easiest supporting examples. The student made introductory or easy points of analysis.	The student did not always articulate their points. The student demonstrated general knowledge and a passing understanding of the course content. The student didn't always have supporting examples. The student had difficulty using citations or used obvious supporting examples. The student had difficulty making points of analysis or their points of analysis were obvious.	The student was only able to find and copy the relevant information from another source (like an internet site) but did not demonstrate being able to construct and write their own unique answer.
N.B.: Answers that receive top marks must demonstrate the student's understanding and analysis of the notes & textbook readings. Answers that demonstrate the student was only able to 'find an answer' on the internet or by communicating with other students cannot receive higher than 50% in this grading scheme.					