

Scientific Revolution DBQs

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

It is actually scientists' names to challenge more, and more what the amounts (just revolutionary taught). They came to develop them, rather methods of finding out how things worked. Mathematics knowledge increased and helped them to reason. They began to think up experiments to check on their ideas in a methodical way. The scientific revolution had begun.

Many more were needed to bring this about. These men came from every part of Europe. They wrote books to explain their ideas. The printing press made it possible to produce thousands of copies which forced their way all over Europe. Scientists were able to learn from one another and give one another new ideas. In the Scientific Revolution and the work of Englishmen, or Frenchmen, or Italian people, began the work of Europeans. And, as we have seen, each they did not do it all by themselves. The Chinese, the Indians, the Persians, and the Arabs all gave something before it came about. Today that is not hard to understand, because men and women from all over the world got to scientific knowledge and to help one another.

Source: Peter Hare, *Scientific Revolution*, Thomson-Wadsworth.

1. Based on this document, state developments resulting from the Scientific Revolution.

(1) _____

(2) _____

Document 2

As in mathematics, so in natural philosophy, the investigation of difficult things by the method of analysis is [scientific method], ought ever to precede the method of composition. This analysis is consisted in making experiments and observations, and in drawing general conclusions from them by induction [reason], and admitting of no objections against the conclusions, but such as are taken from experiments, or other certain truths. For hypotheses [theories] are not to be regarded in experimental philosophy. And although the arguing from experiments and observations by induction be no demonstration of general conclusions, yet it is the best way of arguing which the nature of things admits of, and may be looked upon as no much the stronger, by how much the induction is more general. And if no exception occur from phenomena [facts], the conclusion may be pronounced generally. But if at any time afterwards any exception shall occur from experiments, it may then begin to be considered with such exceptions as occur. By this way of analysis we may proceed from compounds to ingredients, and from motions to the forces producing them; and in general, from effects to their causes, and from particular cases to more general ones, till the argument end in the most general. This is the method of analysis [scientific method]; and the synthesis [combination of parts] comes late in arranging the causes discovered, and establishing of principles, and by them explaining the phenomena proceeding from them, and proving the explanations.

Source: Sir Isaac Newton, *Opticks*, 1704

2. According to this document, why is the scientific method important?

Mini Dbqs World History

J. Chisholm



Mini Dbqs World History:

The Enlightenment philosophers : what was their main idea? Charles Brady, Philip Roden, 2011 **Teaching in a Globally-Connected World** Ervin F. Sparapani, Pamela L. Ross McClain, 2016-07-29 This book examines the current social political economic and religious climate of the world makes projections for the future and then makes suggestions for what the contributors believe educators need to think about in order to adequately prepare young people to successfully navigate that future We live in a globally connected world and young people as they move into the future need to be prepared to live in that future Schools and teachers tend to focus on the present which is okay however schools and teachers must decide what is important to know in the present in order for young people to be successful in the future The responsibility of education today must be to prepare learners to live in an unknown future that is global and not be so focused on an uncertain present

AP European History Premium, 2022-2023: 5 Practice Tests + Comprehensive Review + Online Practice Seth A. Roberts, 2022-01-04 Be prepared for exam day with Barron's Trusted content from AP experts Barron's AP European History Premium 2022 2023 includes in depth content review and online practice It's the only book you'll need to be prepared for exam day Written by Experienced Educators Learn from Barron's all content is written and reviewed by AP experts Build your understanding with comprehensive review tailored to the most recent exam Get a leg up with tips strategies and study advice for exam day it's like having a trusted tutor by your side Be Confident on Exam Day Sharpen your test taking skills with 5 full length practice tests 2 in the book and 3 more online Strengthen your knowledge with in depth review covering all Units on the AP European History Exam Reinforce your learning with practice questions at the end of each chapter Online Practice Continue your practice with 3 full length practice tests on Barron's Online Learning Hub Simulate the exam experience with a timed test option Deepen your understanding with detailed answer explanations and expert advice Gain confidence with scoring to check your learning progress **AP European History Premium, 2024: 5**

Practice Tests + Comprehensive Review + Online Practice Seth A. Roberts, 2023-07-04 Provides a comprehensive review of the topics covered on the exam study and test taking strategies five full length practice tests and online practice with a timed test option and scoring **Literacy and Learning in the Content Areas** Sharon Kane, 2017-07-05 The 3rd Edition of Literacy Learning in the Content Areas helps readers build the knowledge motivation tools and confidence they need as they integrate literacy into their middle and high school content area classrooms Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own students in middle and high school classrooms Rather than passively learning about strategies for incorporating content area literacy activities readers get hands on experience in such techniques as mapping webbing anticipation guides booktalks class websites and journal writing and reflection Readers also learn how to integrate children's and young adult literature primary sources biographies essays poetry and online content communities

and websites into their classrooms Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students content area learning Author Sharon Kane demonstrates how relevant reading writing speaking listening and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks *DBQ Practice* Social Studies School Service,2003 **Timelines of World History** Mini J. Chisholm,2012-12-12 Timelines of World History Jane Chisholm,2003-06 Surveys the history of the world from prehistoric times to the present providing supplementary maps and illustrations World History Philip Wilkinson,1996 Part of the Pockets series this flexi bound mini guide looks at world history It contains photographs illustrations maps charts diagrams facts and figures There is a 24 page reference section on the subject at the back of the book **The Usborne Book of World History** Anne Millard,Patricia Vanags,2001 This reduced format book introduces the reader to world history from the first civilizations to the early 20th century using short visual chapters *World History for Dummies* Peter Haugen,2001 **Document Based Activites for World History, Grades 9-12** Holt Mcdougal,Holt Rinehart and Winston,2006 World History Shorts 2 Kristina M. Swann,PCI Educational Publishing,2006-01-01 Includes 30 one page shorts about key events in world history reproducible activity sheets map graph and chart activities extension activities and assessments *Questions and Answers about World History* Ella Fern,Fiona Tulloch,Alex Woolf,2012-04-01 The titles in this series provide fascinating facts on themed topics from science to nature to history Each book answers commonly asked questions specific to its topic **World History** Douglas W.. Carnine,Carlos E.. Cortés,Curtis Kenneth R.,2004 Combines motivating stories with research based instruction that helps students improve their reading and social studies skills as they discover the past Every lesson of the textbook is keyed to California content standards and analysis skills **Exploring World History** Sol Holt,John Richard O'Connor,1987 A textbook history of the world from earliest times to today MyWorld Interactive Frank Karpiel,2019 **Adventures Through World History** Rickey Millwood,Samuel Millwood,2008 **World History in Minutes** Tat Wood, World History Charles A. Frazee,1999 Original and secondary source readings

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