This is a sample test of the kind you will be taking in this course. Note that there are several parts to the test: three parts are objective and one part is essay. Each test is worth 100 points: 60% objective and 40% essay. The instructor has noticed a direct correlation between a high grade on the objective parts (especially the matching) and a high grade on the essay (and therefore the entire test). The obvious conclusion is that students who are well prepared in the factual material of the course and who can accurately complete the matching section are then able to write essays from a position of knowledge and not from fright or a desperate attempt to BS the instructor. The use of flash cards has proved to be an excellent method for learning factual material.

TRUE or FALSE (2 points each) Please use only "T" or "F" [There will be 15 T/F questions on a regular test.]

_____ 1. Several US presidents used the military as a stepping stone to the presidency.
_____ 2. The French Revolution set the stage for the American Revolution.
_____ 3. Both Greek and Roman deities were polytheistic and anthropomorphic.
_____ 4. Throughout history Russia has never tried to develop buffer states.
_____ 5. Art and ___________________ reflect the times in which they were created.

ORDERING (5 points -- all or nothing) Place the following terms in their correct chronological order from earliest (at the top) to latest (at the bottom).

the COLD WAR, WWI, the GREAT DEPRESSION, the ROARING TWENTIES, WWII

__________________________  
__________________________  
__________________________  
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MATCHING (1 point each) [There will be 25 matching items on a regular test.]

_____ a. Mao Tse-Tung 1. Treaty of Versailles
_____ b. Gandhi 2. political party
_____ c. NAZI 3. US Civil War
_____ d. 1919 4. Chiang Kai-Shek
_____ e. Abe Lincoln 5. non-violence

ESSAYS (20 points each) There will be two essays per test. (There may also be only ONE essay topic.) Choose BOTH of the following essay topics and write an intelligent essay of each topic. Indicate which topic you are addressing. Write your essays in paragraph format with complete sentences and using numerous specific examples. Simple lists of words will not be accepted. Essays written in generalities will receive less than full credit. You may attach additional paper after you have filled up the back side of EACH page of the test.

1. Compare and contrast the Greek city states of Athens and Sparta using the methodology of this class and numerous specific examples.
2. Discuss the rise of Christianity using the methodology of this class and numerous specific examples.
3. Using any three categories of culture analyze the culture of Homeric Greece using the methodology of this class and numerous specific examples.
SOME TIPS ON WRITING ESSAY-TYPE EXAMINATION QUESTIONS

Writing good essay-type examination questions is a skill, and like any other skill it can be learned and improved by instruction and practice. Being able to write at least a passable essay is very important in this course. Forty percent of each test will consist of essay-type questions, therefore 40% of your final grade will be determined by your performance in writing these types of questions. You may find some of the following tried and proven tips useful in your efforts to write good essays.

A. PREPARE YOUR ESSAYS BEFORE THE TEST. No, this is not a license to cheat or bring in crib sheets. Education is not an exercise in trivial pursuit. Tests are designed to find out how well students understand the material and ideas covered in class. Prepare yourself accordingly. If you study correctly and review the material covered with an eye to upcoming tests you should be fairly certain what general topics will be asked on the essay questions.

B. READ THROUGH ALL THE QUESTIONS FIRST. Answers will usually come to mind as you read the questions. Some questions will make you think of key words, ideas, names, etc. Write those ideas down when they are fresh in your mind. Do this for every question on the test. When you start to write your essays this list will prevent blocking or panic. Anxiety when writing essays disrupts the thinking process and leads to further anxiety. Your list of key words, written down when you first thought of them, will be very useful.

C. SET UP A TIME SCHEDULE. Allow yourself plenty of time to answer the essays. Points are not earned by being the first person out of the door. If you budget 45 minutes for the essays plan to spend the first 20 minutes writing on the first question. After 20 minutes STOP and start to write on the second question. After 20 more minutes STOP again and use the remaining time to re-read your essays and tie up loose ends. REMEMBER - two incomplete answers will almost always receive more credit than one very complete answer.

D. OUTLINE YOUR ANSWER BEFORE YOU START TO WRITE. A compact, clear, and complete essay is one which has been organized according to some kind of plan. Don't just start writing in the hope that the correct answer will somehow magically pop up before time runs out. To know a little and present it well is usually better than to know a lot and present it poorly. Use a little time to make a short outline before you write your essays. Some essay questions may have more than one part and an outline will make certain you answer the entire question.

E. TAKE TIME TO WRITE AN INTRODUCTION AND A SUMMARY. The introduction will usually consist of a sentence or two stating the main point you will make in your essay. The summary will be a rephrasing of the introduction to state that you have done what you set out to do. Use topic sentences and state what you know. Whenever possible avoid definitive statements -- unless you are certain of your facts. Do not try to BS your way through an essay -- it simply NEVER works.

F. TAKE TIME AT THE END TO RE-READ YOUR ANSWERS. When writing in haste and under pressure students tend to misspell words, omit words or parts of words, transpose facts, omit parts of questions, or miswrite dates or figures (300 BC for AD 300 -- an error of 600 years! or 1992 for 199 -- an error of 1793 years!). A very quick re-reading of your answer will usually catch many of these types of errors, but you have to remember to do it.