

History exam review guide

[History](#)



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Wooster U. S. HISTORY 1301 – Triad E Review Guide: Exam Two Fall 2011 As stated in the syllabus, your second History exam, covering the second section of the course, will be on October 28. This will be a closed-book test; no books, notes, or electronic devices are to be used during the exam. Blue books will be provided for you to write your answers in; all you'll need to bring is a couple of pens or pencils to write with. Leave backpacks, books, etc. , either at the front of the room or along the aisles when you come in, being careful to take personal valuables with you to your seat.

As there is not a class before us, we will open the room at 9: 45 for those of you wanting a little extra time. Students will not be permitted into the room after 10: 10. Readings terms – On parts I and II of the exam, you will be responsible for the following terms, names, etc. , from the assigned readings: Lewis and Clark Expedition Black Hawk War Trails of Tears Benjamin Franklin Bache Hinton Rowan Helper Thomas Larkin Nathan Appleton “ war hawks” Denmark Vesey Juan Seguin Tecumseh The Impending Crisis Juan Bautista Alvarado Alexis de Tocqueville David Walker Robert Fulton Prophet’s Town George Fitzhugh Sarah Bagley

Part I: Chronologies (20 pts.) Six of the following topics will appear on the exam. Each topic will then have three persons, events, or trends listed under it. You will then need to place the persons, events, or trends in their proper chronological order. The majority of the subjects for the chronologies will come from the lectures; a few will come from the list of readings terms above. You will be asked to answer four of the six chronology topics.

Ratification of the Constitution Political party developments and changes
Relations with England “ Assertive diplomacy” following the War of 1812
Bank “ war” Changing systems of production Territorial expansion Relations
with Indians War of 1812 “ generations” of slave experiences Nullification

Part II: Matching (30 pts.) There will be ten matching questions, each worth three points. On these, you will need to give the letter which best describes or corresponds with the numbered person or event in question. Six of these will come from the lectures, and four from the list of readings terms above.

Part III: In-class essay (50 pts.) The class will vote to delete one of the following questions. Two of the remaining four questions will appear on the exam. You will be required to answer one of those two. The questions are not designed to be mutually exclusive; that is, information used in answering one question might also be used in answering another.

Also please remember that you need to include specific evidence and examples, and that you need to use appropriate academic discourse in writing for your audience. As such, remember to:

- ? be specific and thorough;
- ? provide as many examples as you can;
- ? EXPLAIN the evidence; many of you lost valuable points by not explaining things, and by not telling the reader why they were so important (ask yourself, “ so what? ”)
- ? provide some sort of context;
- ? use paragraphs (which will help you structure your essay);
- ? use topic sentences (to help introduce what you will say in that paragraph);
- ? write at least a brief conclusion.

We do not want to trick you. If you have questions, please feel free to ask them in class, to drop by during my office hours, or to ask your seminar leader. . Discuss the constitutional convention at Philadelphia and the process by which the constitution was ratified,

making sure to explain the perspectives of Federalists as well as anti-Federalists. Why was James Madison so frustrated with the Confederation? Why was Patrick Henry so fearful of the proposed constitution? How did they attempt to counter the other's arguments? Use the lectures, the essay on Madison and Henry, and the textbook to write a complete answer. 2. Discuss the views of Alexander Hamilton on the federal government.

What things did he believe the government needed to do in order for the nation to succeed? Why? How did he justify his views, in light of the limitations imposed upon the federal government by the constitution? Why did Democratic-Republicans like Benjamin Franklin Bache oppose Hamilton's efforts? Explain, using the lectures, the essay on Hamilton and Bache, and the Created Equal textbook to write a complete answer. 3. Discuss slavery in the antebellum United States, from an institutional as well as the slaves' perspective.

Make sure and explain both of these perspectives, as well as the criticisms of Hinton Rowan Helper. Use the lectures, the essay on Hinton Rowan Helper and George Fitzhugh, and the Created Equal textbook to write a complete answer. 4. Voter turnout increased from 27% in 1824 (the disputed election between Jackson, Clay, Adams, and Crawford) to 80% in 1840 (Harrison's triumph). What issues, personalities, political parties, and campaign techniques explain this dramatic change in voter behavior? Use the lectures and the Created Equal textbook to write a complete answer. . Discuss the territorial expansion of the United States during the first half of the nineteenth century, making sure to discuss the Louisiana Purchase, the Transcontinental Treaty, the annexation of Texas, and the acquisition of <https://assignbuster.com/history-exam-review-guide/>

California and the Southwest from Mexico. How did Americans explain and justify this expansion? How were Tejanos and Californios treated during this process? Explain, making sure to use the lectures, the essay on Thomas Larkin and Juan Bautista Alvarado, and the Created Equal textbook to write a complete answer. 2