

# American History I Final Exam Review

The following terms, taken in sets of 25 from each unit of the course, are critical to know for the final exam. Review your old study guides for additional important information.

## Unit 1 (Colonization of America)

1. **Agricultural Revolution**—when people could raise crops for food, civilizations began to grow
2. **Columbian Exchange**—transfer of plants, animals, diseases, etc. between the "Old World" and "New World," starting in 1492
3. **Fall of the Spanish Armada**—this opened America to be settled by England, not just Spain
4. **Southern colonies**—had a warm, fertile environment and economy based on agriculture, especially tobacco
5. **Jamestown**—the first English settlement in America, located in Virginia, almost collapsed during the "starving time"
6. **Tobacco**—saved Jamestown from collapse; it was initially harvested by indentured servants and later by slaves
7. **House of Burgesses**—the first representative government in the colonies, located in Jamestown, Virginia
8. **Headright System**—gave wealthy planters land for bringing indentured servants to America, but helped cause Bacon's Rebellion
9. **Indentured Servants**—worked for wealthy planters 4-7 years in exchange for transportation to America
10. **Bacon's Rebellion**—caused wealthy southern planters to turn from indentured servants to slaves as a source of labor
11. **New England colonies**—valued religion, had a cold, rocky climate, and had economy based on fishing and shipbuilding
12. **Mayflower Compact**—agreement between Pilgrims at Plymouth to create a government that used majority rule
13. **Fundamental Orders of Connecticut**—the first written constitution in the American colonies; it inspired the United States Constitution
14. **Massachusetts Bay colony**—founded as a place for Puritans to practice their religion and be a "city upon a hill," a Christian example to the world
15. **Roger Williams**—forced to leave Massachusetts Bay because he disagreed with Puritan leaders and believed in freedom of religion
16. **King Philip's War**—fought largely over desire for land; this victory for colonists represented the last resistance of Native Americans in New England
17. **Quakers**—non-violent religious group in Middle colonies that believed in religious freedom and equality between races, sexes, and with Native Americans
18. **Triangular Trade**—network of trade that occurred between the Caribbean, (aka. India), Africa, and the American colonies
19. **Mercantilism**—a country's policy to gather more wealth to itself and become powerful, which England used with the colonies
20. **Navigation Acts**—series of laws that controlled colonial trade to benefit England that caused many colonists to smuggle, creating tension

# United States History 1 Final Exam

**Yicheng Fang**



## **United States History 1 Final Exam:**

United States Air Force Academy United States Air Force Academy,1985      **Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy** United States Air Force Academy,2004

**Annual Catalog - United States Air Force Academy** United States Air Force Academy,1971      **Annual Catalogue** United States Air Force Academy,1985      Directory of Distance Learning Opportunities Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation      *The Code of Federal Regulations of the United States of America* ,1949 The Code of federal regulations is the codification of the general and permanent rules published in the Federal register by the executive departments and agencies of the federal government      **Consider the Lilies** Mary Maxwell,2013-05-01 This book is not about so called alternative medicine It is about standard orthodox medicine that had many good treatments for cancer up until the early 20th century For reasons of power and control of the population it was decided around 1910 that only radiation and surgery would be the approved treatments and chemo was later added in the 1950s Maxwell shows how physicians who tried to use the older methods were threatened with loss of their medical license or were more harshly punished These include Emanuel Revici Virginia Livingston and Robert Lincoln She also argues that Edward Jenner engaged on fraud re smallpox vaccination

**Educational Assessment** Robert J. Wright,2007-12-21 Grounded in the real world of public schools and students this engaging insightful and highly readable text introduces the inner workings of K 12 educational assessment There has never been a time when it is more important for educators to have an understanding of testing and assessments Accountability is now a fact of life for all public school educators and testing is at the core of all educational assessment programs It is no longer prudent or even possible for educators to ignore this national zeitgeist Educational Assessment Tests and Measurements in the Age of Accountability addresses all of the constructs central to understanding the design construction and evaluation of educational measures It goes on to provide students with insight into the link between today s high stakes testing mandates and the traditions of the past 125 years of scientific measurement in the United States It addresses the problem of understanding and correctly interpreting test scores on local statewide national and international assessments It also addresses how certain issues such as institutionalized cheating test preparation and individual differences among

students and their families influence test score outcomes Key Features Covers traditional topics in an approachable and understandable way Reliability validity performance assessments standardized achievement tests and many more topics are included Analyzes and interprets hot button issues of today s complex measurement concerns The score gap high stakes testing grade retention drop out crises academic redshirting diversity family influence and educational technology are examined Relates theory to practice Each chapter includes relevant real life examples and case studies to demonstrate how the technical measurement principles impact those involved Addresses the needs of diverse students Issues related to students with special needs and the testing of English Language Learners are discussed Ancillaries Instructors Resources on CD Rom include PowerPoint slides Web resources suggested answers for each chapter s discussion questions and a sample syllabus The CD also includes Brownstone s Diploma Test Bank software so that instructors can create customize and deliver tests Qualified instructors can contact Customer Care at 1 800 818 SAGE 7243 from 6am 5pm PT to request a copy A web based Student Study Site at [www.sagepub.com/wrightstudy](http://www.sagepub.com/wrightstudy) provides chapter objectives flash cards and practice tests Intended Audience Educational Assessment Tests and Measurements in the Age of Accountability has been written to meet the needs of students in graduate programs of special education reading school counseling school social work curriculum supervision or administration Providing grounding in all aspects of measurement this book is perfect for undergraduate and graduate courses such as Educational Tests and Measurements Assessment in Education and Student Assessment

*Federal Register*, 1948      **Social Studies for Secondary Schools** Alan J. Singer, 2008-10-26 This popular text advocates an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers Based in practice and experience it offers systematic support and open honest advice for new teachers is conversational not pedantic and provides lots of examples While the structure and most of the topics remain largely the same as before this Third Edition presents new lesson ideas in every chapter especially designed to help new teachers to address learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms puts a heavier focus on what is important to know and why includes new essays on the politics of social studies education responds to opponents of project or activity based social studies instruction and multicultural education with a sharpened defense of both of these approaches throughout the book Intended as a text for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice      *Our Deceased Loved Ones Communicating with Us* Ted Baxter, 2015-05-19 This book summarizes seventy of my honoring the dead books that I was directed to write by the dead The dead would direct me in my dreams usually within a week after they die to write a book for their loved ones They would tell me what to write what photographs to use and to whom to send the book This is the reason why I had decided to publish this book The dead dont forget you after they die Dont

forget them People don't change after they die I've had many good experiences and a few very bad experiences with them If I was able to communicate with the dead you can too It's a very interesting story how I had acquired this capability which I discussed in this book I was not born with that capability I also discuss two of my prior lifetimes which have also helped me communicate with the dead These are all things that I suggest that you know about It all helps like it has helped me It's all true and it can be verified in the seventy books that I have written This book summarizes what is in those seventy books This book gives a number of examples that nothing happens by accident You can be whatever you want to be I did it and you can do it too In this lifetime I meet my mother in my 1620 AD lifetime who had given me my current capabilities

**Code of Federal Regulations**, 1955 Special edition of the Federal Register containing a codification of documents of general applicability and future effect with ancillaries

**Minnesota Journal of Education**, 1927

**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 inquiry 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

*Review of Legal Education in the United States and Canada, 1926/27-1934* Carnegie Foundation for the Advancement of Teaching, Alfred Zantinger Reed, 1928 List of publications of the foundation dealing with legal education and cognate matters is included in each issue

**Graduate Programs in the Humanities, Arts & Social Sciences 2014 (Grad 2)** Peterson's, 2013-11-22 Peterson's Graduate Programs in the Humanities Arts Social Sciences 2014 contains comprehensive profiles of more than 11 000 graduate programs in disciplines such as applied arts design area cultural studies art art history conflict resolution mediation peace studies criminology forensics language literature psychology counseling religious studies sociology anthropology archaeology and more Up to date data collected through Peterson's Annual Survey of Graduate and Professional Institutions provides

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**Education** ,1970     **Monthly Catalogue, United States Public Documents** ,1983     *Educational, Psychological, and Personality Tests of 1933/34-1936: Educational, psychological, and personality tests of 1936* Oscar Krisen Buros,1937

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