

Review for American History Final Exam

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- _____ 1. What was a territory called when an imperial power allowed local rulers to stay in control and protected them against invasion?
 - a. a colony
 - b. a protectorate
 - c. an unincorporated territory
 - d. a state
- _____ 2. When a trade treaty that exempted Hawaiian sugar from tariffs came up for renewal, the Senate insisted that the Hawaiians grant the United States rights to
 - a. establish missions.
 - b. govern the islands.
 - c. increase tourism.
 - d. a naval base.
- _____ 3. In the 1890s, American opinion began to shift and more people wanted to make the United States
 - a. a world power.
 - b. more isolated.
 - c. a protectorate.
 - d. part of Pan-America.
- _____ 4. When Americans began looking overseas for new markets in the 1800s, they naturally tended to look
 - a. eastward.
 - b. to Spain.
 - c. westward.
 - d. to England.
- _____ 5. The Commercial Bureau of the American Republics was an organization that worked to promote cooperation among the nations of the Western Hemisphere and is today called the
 - a. Organization of American States.
 - b. Pan-American Union.
 - c. Western United Nations.
 - d. American Republics Organization.
- _____ 6. Shortly after midnight on May 1, 1898, Commodore George Dewey led his squadron into Manila Bay in
 - a. Cuba.
 - b. Hawaii.
 - c. the Philippines.
 - d. Spain.
- _____ 7. When the explosion of the *Maine* happened, many Americans blamed it on
 - a. Cuba.
 - b. the Foraker Act.
 - c. the Philippines.
 - d. Spain.
- _____ 8. Under the Treaty of Paris, Cuba became an independent country, the United States agreed to pay Spain \$20 million for the Philippines, and the United States acquired Puerto Rico and
 - a. Guam.
 - b. Hawaii.
 - c. the Bahamas.
 - d. Mexico.
- _____ 9. After much resistance, on April 11, 1898, President McKinley finally asked Congress to authorize the use of force to end the conflict in
 - a. Panama.
 - b. Cuba.
 - c. Colombia.
 - d. British Hong Kong.
- _____ 10. Until 1886, about one-third of the Cuban population was
 - a. from the United States.
 - b. enslaved.
 - c. from England.
 - d. part of the Spanish military.
- _____ 11. A group in China besieged foreign embassies in Beijing and killed more than 200 foreigners in what came to be known as the
 - a. Boxer Rebellion.
 - b. China War.

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James P. Stobaugh



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American History - Teacher Guide James P. Stobaugh, 2012-03-01 This convenient teacher's guide is all a parent or teacher needs to easily grade the 10th grade student assignments for American History Observations Assessments from Early Settlement to Today Assignments with answers learning objectives grading criteria and short essay questions are included This course is designed for a student to practice independent learning The guide will assist teachers by offering 34 chapters for 34 weeks of study Chapters include 5 lessons taking approximately 30 minutes each The final lesson of the week is an exam covering the week's instruction Student questions are organized in the back for easy use in testing and review Teachers parents or students can grade assignments daily or weekly As the teacher you will enjoy partnering with your student as he or she processes American history while developing or strengthening a Christian world view **Bulletin**, 1926 **Record of Current Educational Publications**, 1921 **Bibliography of Secondary Education Research, 1920-1925** Eustace Evan Windes, Walter James Greenleaf, 1926 **The Education of Historians for Twenty-first Century** Thomas Bender, 2004 An examination and analysis of history education in American colleges and universities In 1958 the American Historical Association began a study to determine the status and condition of history education in U S colleges and universities Published in 1962 and addressing such issues as the supply and demand for teachers student recruitment and training for advanced degrees that report set a lasting benchmark against which to judge the study of history thereafter Now more than forty years later the AHA has commissioned a new report The Education of Historians for the Twenty first Century documents this important new study's remarkable conclusions Both the American academy and the study of history have been dramatically transformed since the original study but doctoral programs in history have barely changed This report from the AHA explains why and offers concrete practical recommendations for improving the state of graduate education The Education of Historians for the Twenty first Century stands as the first investigation of graduate training for historians in more than four decades and the best available study of doctoral education in any major academic discipline Prepared for the AHA by the Committee on Graduate Education the report represents the combined efforts of a cross section of the entire historical profession It draws upon a detailed review of the existing studies and data on graduate education and builds upon this foundation with an exhaustive survey of history doctoral programs This included actual visits to history departments across the country and consultations with scores of individual historians graduate students deans academic and non academic employers of historians as well as other stakeholders in graduate education As the ethnic and gender composition of both graduate students and faculty has changed methodologies have been refined and the domains of historical inquiry expanded By addressing these revolutionary intellectual and demographic changes in the historical profession The Education of Historians for the Twenty first Century breaks important new ground Combining a detailed historical snapshot of the profession with a rigorous analysis of these intellectual changes this volume is ideally positioned as the definitive guide to

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new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice **El-Hi Textbooks in Print** ,1974 Educational Research Circular University of Illinois (Urbana-Champaign campus). Bureau of Educational Research,1927

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