

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.

Us History 2 Semester Final Exam Answers

Anthony S. Fauci



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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 strategic planning for history departments It includes practical recommendations for handling institutional challenges as well as advice for everyone involved in the advanced training of historians from department chairs to their students and from university administrators to the AHA itself Although focused on history there are lessons here for any department The Education of Historians for the Twenty first Century is a model for in depth analysis of doctoral education with recommendations and analyses that have implications for the entire academy This volume is required reading for historians graduate students university administrators or anyone interested in the future of higher education

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English in the Block Dan Walker, Jr, Jeff Newton, Joe Strzpek, 2013-10-18 Provides detailed instructional strategies sample lesson plans and sample assessments which can be adapted in your classroom to help create better readers and more effective writers Studies in Education ,1937 Secondary Special Education Program Manual ,1989 Listening to Our Students and Transcending K-12 to Save Our Nation Alec Ostrom, Brian Hack, Don Prentice, 2020-01-06 This journey will engage you in dealing with some hard truths and it will take you down a new pathway and new ways of thinking about K 12 education We now live in a nation that is struggling with deep social economic and political conflicts We are all doing our best to resolve these conflicts and to solve the critical challenges that we all face in the Digital Age but our children and young adults are having a very difficult time in dealing with the realities of their young lives We wrote this book because we want to engage all of our readers in each local community in frank honest down to earth practical conversations about our K 12 schools as the foundation for our constitutional democracy Without well educated citizens our government our economy and our society will not survive And this is true regardless of the political beliefs of our readers across the political spectrum

Yearbook National Council for the Social Studies, 1965 **Social Studies for Secondary Schools** Alan J. Singer, 2003-04-02 Social Studies for Secondary Schools Teaching to Learn Learning to Teach Second Edition integrates discussions of educational goals and the nature of history and social studies with practical ideas for organizing social studies curricula units lessons projects and activities A major theme woven throughout the text is that what we choose to teach and the way we teach reflect our broader understanding of society history and the purposes of social studies education Each chapter opens with a broad question about social studies education provides many examples of lessons including lesson ideas developed by new and experienced middle school and high school social studies teachers features a rich variety of teaching learning and classroom activities designed to provoke discussion and illustrate different approaches to teaching social studies and concludes with essays about related social studies topics Part I focuses on philosophical issues social studies goals and standards and the design of social studies curricula Part II examines and offers examples of strategies for planning units and lessons Part III explores topics such as thematic and interdisciplinary teaching a project approach to social studies as well as assesses student learning and one's own performance as a teacher and provides a guide to social studies resource materials and organizations New in the Second Edition Every chapter has been updated and includes a number of new lesson ideas The lesson ideas are designed especially to help beginning teachers address learning standards work in inclusive settings and promote literacy and the use of technology in social studies classrooms Sample activities developed with members of the Hofstra New Teachers Network reflect the current focus on document based instruction and assessment and can serve as tools for assessing student learning Increased attention is given to project based social studies instruction and to multicultural education Intended as a text for undergraduate and graduate preservice 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

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