

9th Grade US History – FINAL EXAM

125 QUESTIONS

Matching and Multiple Choice- 1 pt each

Total: 125 points

Constitution – 10 questions

- Separation of power
- Representative democracy
- Legislative Branch – what are they in charge of, congress, how it's broken into 2 houses, qualifications for office for each
- Executive Branch – what is included in this branch, what it's in charge of/responsibilities, qualifications for office
- Judicial Branch – what this branch does/is in charge of, how they get their positions and term
- Checks and Balances
- Preamble
- Bill of Rights

Jacksonian Democracy - 10 questions

- Elections of 1824 and 1828
- Jackson's view of the presidency (being the champion of the common man)
- What Jackson thought of the US Bank
- Spoils system
- What specific groups thought of Jackson and why (Democrats, Whigs/Republicans, Slaves, Native Americans, White Southern Farmers)
- Tariff of 1828- why was the South upset, why did the North want it?
- Native American Policies in the mid-1800s
- Worcester v Georgia Supreme Court Case
- Trail of tears

Abolition, Underground RR, Antebellum Reforms (Pre-Civil War) – 30 questions

- Temperance movement
- Dorothea Dix and Prison Reform
- Anti-Slavery Society
- Sojourner Truth
- Harriet Tubman
- Harriet Jacobs
- Uncle Tom's Cabin- it's impact on society and slavery
- American Anti-Slavery Society and American Colonization Society
- 1836 Gag Rule
- Women's role in society in the 1830s-40s
- Transcendentalism
- Results of the Mexican War (question of slavery in new territory)
- Bleeding Kansas
- Senatorial debates (Lincoln/Douglas debates)
- Election of 1860
- William Lloyd Garrison
- What abolitionists wanted
- Underground Railroad
- Frederick Douglass
- Sarah Grimke and Angelina Grimke
- Harriet Beecher Stowe
- Fugitive Slave Act
- Seneca Falls Convention
- John Brown's Raid - effects on North and South (viewpoints)
- Fort Sumter and Secession

Civil War – 35 questions

- Advantages and disadvantages of the North and the South
- North/Union battle plans and strategies (Anaconda plan)
- South/Confederate battle plans and strategies (Attrition)
- African American soldiers/experience -- 54th Massachusetts regiment
- General McClellan
- General Lee
- First Battle of Bull Run
- General Grant

Smyth 9th Grade History Final Exam

**Episcopal Church. Diocese of New
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Criminal Justice and Public Health Hayden Smith,2017-10-02 The criminal justice system now serves as the chief provider of health care services to a significant portion of society This includes the provision of physical and mental health care for offender populations who require substantial health care resources To date little is known or understood with regard to how these services and programs are being delivered This book addresses the gaps in our knowledge by presenting a range of studies detailing the daily practices that occur in places where criminal justice and public health systems intersect This includes an assessment of sheriff agency emergency communication systems a study of problem behaviours and health using a juvenile sample the challenge of treating mentally ill prison inmates with note of important gender differences the impact of case management on justice systems and a review of substance abuse cessation programs among pregnant women currently serving probation and parole sentences Also included is a policy piece in which the authors call for an integrated model that is neither criminological nor public health specific These readings provide a range of empirical examples that highlight important successes and challenges facing the criminal justice and public health systems They suggest that integration and partnerships represent the most efficacious means to reduce critical social problems such as violence poor health and criminality This book was originally published as a special issue of Criminal Justice Studies

Teacher's Notes on the Teachings of Jesus Christ the Messiah Concerning the Kingdom of God Episcopal Church. Diocese of New York. Sunday School Commission,1905

The History Inquiry American Historical Association. Committee on history in the schools,Edgar Dawson,1924

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