Name: _____ Period: ____ Due Date: ____

United States History Midterm Exam Study Guide

Revolution Means Change - (Chapters 1, 2, and 3)

- 1. The Columbian exchange refers to the transfer of goods between what countries?
- According to mercantilism, a nation could increase its wealth and power by obtaining as much gold and silver as possible and by doing what?
- What was the MOST significant consequence of the French and Indian War?
- 4. Why is the Declaration of Independence important?
- A weakness of the Articles of Confederation was that:
- What is the purpose of the Great Compromise in 1787?
- 7. Is the American Revolution radical or conservative? Why?
- 8. What was the significant event during Thomas Jefferson's presidency that led to the United States doubling in size?
- 9. What did the ground breaking court case Marbury vs. Madison establish the policy of?
- List the results of the War of 1812.
- 11. Why did Westward Expansion resulted in an increase in bitterness and threatened national unity?
- 12. Define Manifest Destiny: :
- 13. List what a "Jacksonian Democrat" would believe in.

Blood Drawn - (Chapter 4)

- 14. What were the "LONG TERM" causes of the Civil War?
- 15. What did the Emancipation Proclamation do?
- 16. What was Abraham Lincoln's MAIN goal when the Civil War began?
- 17. Why did the South feel that an attack on slavery was an attack on the southern people?
- Lincoln's attitude towards the Civil War changed halfway through the war. What did he decided?
- 19. What advantages did the Union have over the Confederacy during the Civil War?
- 20. What two issues lay at the heart of Reconstruction?
- 21. Why did Reconstruction fail?
- 22. What was the issue that was addressed by the 13°, 14° and 15° Amendments?
- 23. List all that were included in the economic impact of the Civil War on the South.

Farm to Factory and Writing the Wrongs - (Chapters 6, 7, and 9)

- 24. In the struggle between Labor and Management, what does the term "labor" generally refer to?
- 25. Who were "Robber Barons"?
- 26. "There is no room in this country for hyphenated Americanism...The one absolutely certain way of bringing the nation to ruin, of preventing all possibility of its continuing to be a nation at all, would be to permit it to become a tangle of squabbling nationalities". What concept does this quote BEST reflect?
- 27. "The best reason that could be given for this radical restriction of immigration is the necessity of protecting out population against degeneration and saving our national peace and quiet from imported turbulence and disorder. This quote <u>BEST</u> reflects the concept of as it existed in the Gilded Age.
- 28. How were Political Machines corrupt during the Gilded Age?

Match the Goal of Progressivism with the item that corresponds to that goal for questions # 29 - 33

a. protecting social welfare b. promoting moral reform c. creating economic reform d. fostering efficiency

- 29. Henry Ford's use of the assembly line to make production quicker
- 30. The Temperance movement that ultimately won the passage of the 18th Amendment: Prohibition
- 31. Groups such as the YMCA and Salvation Army helping the poor
- 32. The Clayton Anti-Trust act to combat unfair monopolies
- Roosevelt sending federal investigators to confirm what he read in The Jungle, then pressing congress to pass the Pure Food and Drug Act

Us History 1 Midterm Study Guide

Richard T. Sylves

Us History 1 Midterm Study Guide:

An Evidence-based Guide to College and University Teaching Aaron S. Richmond, Guy A. Boysen, Regan A. R. Gurung, 2016-06-10 What makes a good college teacher This book provides an evidence based answer to that question by presenting a set of model teaching characteristics that define what makes a good college teacher Based on six fundamental areas of teaching competency known as Model Teaching Characteristics outlined by The Society for the Teaching of Psychology STP this book describes how college faculty from all disciplines and at all levels of experience can use these characteristics to evaluate guide and improve their teaching Evidence based research supports the inclusion of each characteristic each of which is illustrated through example to help readers master the skills Readers learn to evaluate their teaching abilities by providing guidance on what to document and how to accumulate and organize the evidence Two introductory chapters outline the model teaching characteristics followed by six chapters each devoted to one of the characteristics training instructional methods course content assessment syllabus construction and student evaluations The book Features in each chapter self evaluation surveys that help readers identify gaps between the model characteristics and their own teaching case studies that illustrate common teaching problems discussion questions that encourage critical thinking and additional readings for further exploration Discusses the need to master teaching skills such as collaborative learning listening and using technology as well as discipline specific knowledge Advocates for the use of student learning outcomes to help teachers better evaluate student performance based on their achievement of specific learning goals Argues for the development of learning objectives that reflect the core of the discipline s theories and applications strengthen basic liberal arts skills and infuse ethical and diversity issues Discusses how to solicit student feedback and utilize these evaluations to improve teaching Intended for professional development or teacher training courses offered in masters and doctoral programs in colleges and universities this book is also an invaluable resource for faculty development centers college and university administrators and college teachers of all levels and disciplines from novice to the most experienced interested in becoming more effective teachers Study Guide for the New American Democracy Larry Elowitz, 1999

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