HIUS 221 First Exam Study Guide
& Detailed Instructions
Exam: Wednesday, October 5th

Read the detailed instructions thoroughly

What to Expect on the Exams (taken directly from the syllabus):
This exam will consist of three parts. In the first part, you will identify (explain who/what, when, where, and the historical significance) two terms from the lecture that I have noted as term identifications. In the second part, you will identify one quotation or image that I discussed in lectures or taken from assigned readings (explain who/what, when, where, and the historical significance). Keep in mind that these IDs are relevant to the themes for each lecture. In the third part, you will answer one essay on a major theme that was covered in the lecture. Again, knowing the IDs is important to your essay answer.

You should have no problem with this exam if you have completed the readings and attended lectures. The exam will count for 15% of your final grade.

Purchase a green book (.10¢ each) at the VolShop. Do not write your name on the book. You may write in pen or pencil. Make sure that the pencil lead is dark enough to read. Write legibly. If I cannot read your writing, I cannot grade your paper. You will have to sit with me or your TA to decipher your handwriting or have your exam graded based on what we can read. Caution: The second option is not in your best interest.

Makeup exams: Must be scheduled by the student within 3 days at a time that works for your TA. Makeup exams are different from the original exam. The last day to take the makeup is Monday, October 10th before 5pm.

Undergraduate Grades
Grade	Points
A	100-96
A–	95-90
B+	89-87
B	86-83
B–	82-80
C+	79-77
C	76-73
C–	72-70
D+	69-67
D	66-63
D–	62-60
F	59 and below

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What Makes a Good Term ID?
- Tell me who, what, when, where.
    - o Who – all of the people/groups involved. Be specific.
    - o What – describe the event. For example, if the term is the Pueblo Revolt, you should describe the actual event.
    - o When – be as specific to a decade as possible. Example: If the term ID is Pueblo Revolt, your answer should be 1680, 1670-1680, 1680s. The answer 1600s will receive a point deduction because it is too broad.
    - o Where – be specific about where the event took place. If a specific person, be specific about where this person lived. Example: Pueblo Revolt answer could be present-day New Mexico, the Southwest, or near Santa Fe, NM. The answer North America will receive a point deduction.
- Explain the historical significance-- Tell us the significance of the term itself. Example: Pueblo Revolt 1) Led to more compromise between the Pueblos and the Spanish. 2) survival of Pueblo culture, religion, language, and land. 3) Successful resistance to European colonization. 4) Example of how Native Americans would tire of European demands for gold, labor, and food. **The "what" is <u>not</u> the historical significance.
- ***To get full credit***, you need to have more than one historical significance. So, don't write only one historical significance given in lectures. Do your own analysis!
- You may answer with bullet points, BUT your answers should be clear to your TA.

What Makes a Good Primary Source ID (quote or image from lectures or assigned readings)?
- **For quotations** (points to address, not necessarily in this order):
    - o Tell me who, what, when, where (same as above).
        - ▪ Make sure to tell us about the historical event(s) the document is related to. Get as close to the title as possible.
    - o Significance--
        - ▪ What does the quotation mean for the future?
- For images (points to address, not necessarily in this order):
    - o Tell me who, what, when, where.
        - ▪ Make sure to tell us about the image itself (and the creator of the image) <u>and</u> the historical event(s) the image is related to.
        - ▪ Describe the image.
    - o Significance—
        - ▪ What does the image mean for the future?
- ***To get full credit***, you need to have *more than one* historical significance.

What Makes a Good Essay?
- <mark>Argument</mark>: Make an historical argument. Don't just list information. This means you should have a thesis statement, and you should develop & support this thesis statement throughout your essay.
- <mark>Evidence</mark>: You should support your argument with evidence from the lecture and, if applicable, the readings. Make sure to analyze this evidence and explain how it supports your argument. Specific details matter.
- <mark>Structure</mark>: Start with a short introduction (including your thesis statement), then move on to the body paragraphs, and then end with a short conclusion.
- <mark>Length</mark>: An essay is not a paragraph. Details matter.

Study Guide:

Central Themes of the Course:
- Freedom & Slavery
- Independence & Dependence
- Prosperity & Dispossession

Lecture 1 – A Case Study

Term IDs:
James Thomson Callender
Sally Hemings

Lecture 2 – Worlds Apart

Weekly Theme: Similarities and differences among North America, West Africa, and Western Europe and how that past affected their encounters in the late 1400s and 1500s.

Term IDs:
inclusivism
Great Chain of Being

Primary Source IDs:
"Declaration of Josephe"

Lecture 3 – First Encounters

Term IDs:
Reconquista (to 1492)
Christopher Columbus
Requerimiento (1512+)
Aztecs (Mexicas)
Virgin soil epidemics

Hernando de Soto
Francisco de Coronado

Primary Source IDs:
Native American population north of Mexico (chart)
Treaty of Tordesillas (1494) (map)

Lecture 4 – Spanish and French

Weekly Theme: Which colonial ventures succeeded, and which failed? What did 'success' mean and for whom?

Term IDs:
St. Augustine (1565)
Paquiquineo/Luis de Velasco
Samuel de Champlain
Juan de Oñate
The Pueblo Revolt (1680)

Primary Source IDs:
Jacques LeMoyne, Timucuas meeting the French at Ft. Caroline in 1564
Quiros and Segura quotations

Lecture 5 - British

Term IDs:
Chief Powhatan
Jamestown
Indentured servants
Coverture
Puritanism

Primary Source IDs:
Map of the Roanoke area (John White, c. 1587)
John Smith's engraving (1624)
Disney's *Pocahontas* (1995)
Chart of English and Powhatan populations
William Penn reading (Canvas)

Lecture 6 – Slavery, An American Paradox?

Weekly Theme: For today's lecture and the previous few lectures, think about how the themes 'prosperity & dispossession' and 'freedom & slavery' fit with colonial American history

Term IDs:
Portuguese slave traders

Slavery in the Early Spanish Empire
Bacon's Rebellion
Barbadian Slave Code (1661)
Yamasee War (1715-1716)
Stono Rebellion (1739)

Lecture 7 – North America before the 1750s - Colonies

Weekly Theme: Consider the North American continent in 1750. Who had more power where?

Term IDs:
Fort Mose (1738+)
Natchez War (1729)
Culpepper's Rebellion (1677)
James Oglethorpe

Primary Source IDs:
Map of St. Augustine, Indian Town, & Ft. Mose (c. 1738)
Colonial population in 1750

Lecture 8 – North America before the 1750s – Native Power

Weekly Theme: Consider the North American continent in 1750. Who had more power where?

Term IDs:
Plains Indian culture
18th-century Osages
18th-century Creek Confederacy
Chief Brims

Primary Source IDs:
The future United States in 1750
Paul Kane, *Assiniboine Hunting Buffalo*, 1850s

Lecture 9 – Seven Years' War

Weekly Themes: Reasons why France and Britain went to war in 1756. Effects of the war and reasons why warfare continued in North America after the peace treaty. Reasons why some of Britain's colonists rebelled against their empire.

Term IDs:
Ohio Land Company*
Braddock's Defeat* (1755)
1st Treaty of Paris* (1763)
Pontiac's War* (1763)
Nativism*

Proclamation of 1763*

Primary Source ID
Seneca Chief Kiyashuta in 1764*
Scarouyady, Speech (1756)

Essay: The exam will have two of the three questions listed below – my choice. You will choose 1 of the two questions on the exam to answer. You need to provide a thesis statement and support that thesis with specific examples and details from class lectures and readings. If you have already answered an ID in Part I or II, you must explain it again in your essay. It's all in the details.

- Explain the bondage practiced in the three "old worlds" of Western Europe, West Africa, and Native North America. Choose two colonies (New England, Virginia, or South Carolina) and explain the state of enslavement in the first half of the eighteenth century.

- Choose two of the four colonial powers (English, French, Spanish, or Native American) and compare who had the most power in North America in the mid-1700s. Be certain to provide specific colonies and specific Native nations.

- Explain how and why tobacco planters in the Chesapeake region came to rely on African slaves rather than European indentured servants over the course of the seventeenth century. At what point did the Chesapeake become a "slave society" rather than merely a "society with slaves"?

History of the United States to 1877
HIUS221, Fall 2022
Exam format sample

Part I   TERM IDENTIFICATIONS **(30 points total)**

Identify and explain the historical significance of **two** of the following five terms. For each, write in your green book: <u>who/what</u>, <u>when</u>, <u>where</u>, and <u>historical significance</u>.

1.	3.	5.
2.	4.	

Part II   PRIMARY SOURCE IDENTIFICATIONS **(30 points total)**

Identify and explain the historical significance of **two** of the following five primary sources. For each, write in your blue book: <u>who/what</u>, <u>when</u>, <u>where</u>, and <u>historical significance</u>.

1.

2.

3.

4.

5.

Part III   ESSAY QUESTION **(40 points)**

Answer **one** of the following two questions with a <u>thesis</u> statement, and support that thesis with <u>specific examples and details</u> from class lectures and, if relevant, course readings:

1.

2.