

HIUS 221 Second Exam Study Guide Wednesday, November

What to Expect on the Second exam (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 lecture that I have noted as term identifications. In the second part, you will identify two quotations or images that I discussed in lecture (explain who/what, when, where, and the historical significance). In the third part, you will answer one essay on a major theme that was covered in lecture. Your writing for the second exam will total at least 2 typed pages but may be 3 typed pages. Double space your answers and the essay and use 1-inch margins. The second exam will count for 13.33% of your final grade.

What Makes a Good Term ID?

- Tell me who, what, when, where.
- Explain the historical significance-- Tell me the significance of the term itself. You also might tell me how the term relates to the weekly theme and/or any of the three course themes.
 - o To get full credit, you need to have more than one historical significance. So, don't write only an historical significance given in lecture. Do your own analysis!

What Makes a Good Primary Source ID (quote or image)?

- For quotations (points to address, not necessarily in this order):
 - o Tell me who, what, when, where.
 - Make sure to tell me about the historical event(s) the document is related to.
 - o Significance--
 - What does the quotation mean?
 - How does the quotation relate to bigger themes? (You can also address how the document more generally relates to bigger themes, but it is most important that you address the specific quotation.)
- For images (points to address, not necessarily in this order):
 - o Tell me who, what, when, where.
 - Make sure to tell me about the image itself (and the creator of the image) and the historical event(s) the image is related to.
 - o Significance—
 - What is the image depicting? (Think: How is it being represented? Why might the artist have chosen to represent it this way?)
 - How does the image relate to bigger themes?
- ***To get full credit***, you need to have *more than one* historical significance.

What Makes a Good Essay?

- **Argument:** 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.
- **Evidence:** 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.
- **Structure:** Start with a short introduction (including your thesis statement), then move on to the body paragraphs, and then end with a short conclusion.

Study Guide:

Central Themes of the Course:

- Freedom & Slavery
- Independence & Dependence
- Prosperity & Dispossession

French and Indian War lecture

Term IDs:

Ohio Land Company
Braddock's Defeat (1755)
1st Treaty of Paris (1763)
Pontiac's War (1763)
Nativism
Proclamation of 1763

Primary Source IDs:

Seneca Chief Kiyashuta in 1764

Road to Revolution lecture

Weekly Theme: Reasons why some of Britain's colonists rebelled against their empire. How a rebellion became a movement for independence.

Term IDs:

Republicanism
The Stamp Act (1765)
Daughters of Liberty
Boston Massacre (1770)
Lexington & Concord (1775)
Common Sense (by Thomas Paine, 1776)

Primary Source IDs:

British cartoon, *A Society of Patriotic Ladies*
Paul Revere, *The Bloody Massacre Perpetuated in King Street, Boston, on March 5, 1770*

Independence lecture

Weekly Theme: How "revolutionary" was the American Revolution, and for whom? What criteria should we use to evaluate the extent of "revolution"?

Term IDs:

Continental Army* (1775+)
2nd Treaty of Paris* (1783)
Lord Dunmore's Proclamation* (1775)

A New Republic lecture

Weekly Theme: How did the first few decades of the American republic direct its course for the future?

Term IDs:

Articles of Confederation
Federalists
Antifederalists
New Jersey Plan
Virginia Plan
Hamilton's Plan
3/5 Compromise

Revolution of 1800 lecture

Weekly Theme: How did the first few decades of the American republic direct its course for the future?

Term IDs:

Jeffersonian Republicans
Aaron Burr
Whiskey Rebellion, 1794
"The Revolution of 1800"

Primary Source IDs:

U.S. Population in 1790 & 1810

Primary Source IDs from discussion readings:

The Articles of Confederation and Perpetual Union, 1778
The Constitution of the United States, 1787

Empire of Liberty? lecture

Weekly Theme: What was Thomas Jefferson's idea of an Empire of Liberty, and what implications did it have for nineteenth-century America? What were competing visions for the future?

Term IDs:

Treaty of Greenville (1795)
Empire of Liberty
Louisiana Purchase
Treaty of Ghent

The Case For and Against Andrew Jackson lecture

Weekly Theme: What were the effects of Andrew Jackson's presidency on the United States?

Term IDs:

Jacksonian Democracy
Nullification Crisis, 1832
Indian Removal
Trail of Tears

Nineteenth-Century Slavery

Term IDs:

Sara Gudger

Primary Source IDs:

Belle Meade Slave Quarters, Nashville (built in 1807)
Enslaved Family, Beaufort, S.C. (c. 1860)
Worship on S.C. Plantation (c. 1860)

Weekly Theme: Describe the life of antebellum slaves. How did they deal with their enslavement?

Essay: Answer one of the two following questions below. You will need to answer the question with a thesis statement and support that thesis with specific examples and details from class lectures and course readings.

1. How does the aftermath of the Revolution and the creation of a new nation relate to the course theme of the tension between "dependence and independence"?
2. What was Thomas Jefferson's idea of an Empire of Liberty, and what implications did it have for nineteenth-century America?