

HIUS 221 US History to 1865
Exam date: December 12, 2022 from 10:30-12:45

What to Expect on the Final (taken directly from the syllabus):

This exam will consist of four parts. In the first part, you will identify (explain who/what, when, where, and the historical significance) two terms from lectures or assigned readings that I have noted as term identifications. In the second part, you will identify two quotations or images that were discussed in lecture class or discussion class (listed on the slides as primary source identifications). In the third part, you will answer one essay on a major theme that was covered in lecture. Part 4 will include an essay prompt that you can answer with any material from the course. Use **specific examples with details**.

Bring a green or blue book with you on exam day. You may use a pencil or pen. Handwritten or typed notes are allowed, but no electronic devices. The final will count for 15% of your final grade.

Although you have 2 hours and 15 minutes to complete your final exam, you will not need this much time to finish.

This information is drawn from the Academic Policies and Procedures section of the Undergraduate Catalog.

“Please note that students are not required to take more than two exams on any day. Students who have three or more exams scheduled for a single day should contact their instructors by Tuesday, November 22, for exam rescheduling.

The instructor(s) of the last [third] non-departmental exam(s) on that day must reschedule the student’s exam during Final Exam Week [not before exam week].

The final exam schedule provides eight makeup exam time slots that may be used to reschedule exams. Makeup exam time slots can also be used to accommodate students who have religious obligations or other conflicts.”

What Makes a Good Term ID?

- Tell me who, what, when, where.
- Explain the historical significance-- Tell me the significance of the term itself. What are the consequences of the term?
 - o To get full credit, you need to have more than one historical significance. So, do not write only one historical significance given in lecture. Do your own analysis!

What Makes a Good Primary Source ID?

- For quotations (points to address, not necessarily in this order):
 - o Tell me who, what, when, where.
 - Make sure to tell me about the document the quotation is coming from and 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. I selected these quotations for a reason!)

- 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. Do not 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 specific evidence from the lecture and 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

Lecture 15

Term IDs:

Jacksonian Democracy
 Nullification Crisis, 1832
Cherokee Nation v. Georgia, 1831
Worcester v. Georgia, 1832
 Indian Removal
 Trail of Tears

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

Lecture 16

Term IDs:

Oregon Trail
 “Manifest Destiny”
 Republic of Texas
 Mexican-American War
 Treaty of Guadalupe Hidalgo, 1848
 California Gold Rush

Primary Source ID:

American Progress, by John Gast, 1872

Weekly Theme: How did the West change after 1800 and why?

Lecture 17**Term IDs:**

Mexican-American War
Missouri Compromise
Wilmot Proviso
American Colonization Society
David Walker
Free Soil Party
Underground Railroad
Pro-Slavery Ideology

Primary Source ID:

Am I Not a Woman and a Sister (antebellum abolitionist image)

Weekly Theme: What caused the U.S. Civil War? What did individual participants believe the war was about?

Lecture 18**Term IDs:**

Compromise of 1850
Popular Sovereignty
Fugitive Slave Act, 1850
Kansas-Nebraska Act, 1854
Dred Scott Decision, 1857
John Brown's Raid, 1859
Election of 1860

Primary Source ID:

Lithograph of the Caning of Sumner, 1856

Lecture 19**Term IDs:**

Draft Riots of 1863
Ft. Sumter
Confederate States of America

Primary IDs:

What did leaders believe the war was about?
Frederick Douglass speech, 1857
Abraham Lincoln speeches, 1858, 1862, 1865

Alexander Stevens speech, 1861

Slave Refugees Crossing the Rappahannock River, VA, Aug. 1862

Weekly Theme: Why did tensions of the 1850s erupt into civil war?

Lecture 20

Term IDs:

Anaconda strategy

Manassas (First Bull Run), 1861

Antietam, 1862

Battle of Vicksburg, 1863

Appomattox Courthouse, 1865

Emancipation Proclamation, 1862

Primary Source ID:

Dead Confederate and Union Soldiers, Petersburg, 1865

Weekly Theme: How did the Union win the Civil War? What were the costs and gains for the United States?

Essay 1 (20-pts): One of the two questions listed below will be on the final exam. Provide specific examples and details (who, what, when, where, and historical significance). Keep these central themes in mind as you study: Freedom & Slavery; Independence & Dependence; Prosperity & Dispossession.

The prompts are two-part questions, and you must answer the entire prompt to receive full credit.

1. Some historians have argued that the roots of the Civil War are before 1800. How would you make that argument? How did those tensions grow during the 1820s, 1840s, and 1850s?
2. How did the West change after 1800 and why did it change? Be sure to explain what the West was like before 1800.

Essay 2 (20-pts): You will receive the prompt for this essay on the day of the final exam. You will need to answer with specific examples and details.

Suggestions for exam prep: Although I am allowing handwritten or typed notes, studying for the exam will help you immensely, especially in terms of organization. You might consider creating an outline for each essay in advance of exam day. Essays are graded based on content, so details matter. Remember to answer the 5Ws.