

U.S. History 1301 Midterm (Chapters 3 – 9 and Primary Sources)

Short Answers: This exam is comprised of eight (8) short answers.

Students will choose **ONE** (1) question **FROM EACH SECTION** found below. Each answer is worth 12.5 points (100 points total).

Include the questions with your answers. I will deduct 10 points if not.

An acceptable short answer means to me that you do not need an introduction or a concluding paragraph. However, the question must be answered **thoroughly** to show that you understood the material and reflect your best efforts in grammar and spelling. **Make sure to include definitions, important events, laws, people, court decisions, institutions, acts, ideologies, etc. to support your answer.** Of course, you won't be able to include all these topics in an answer, but make sure to include them if they exist.

Some of these questions ask for your opinion, however, your opinion should be backed by what you read in the textbook and your analysis of the material (not just regurgitating what you read). If this was just about your opinion or regurgitation, then there would be no reason to read the textbook. Therefore, include pertinent information and analysis or you will not receive full credit.

When writing your responses – please do not copy and paste from another source (**including copying directly from the textbook**). Answers to these questions are to assess understanding. **If you study with other people, do not go to your study group deciding to answer all the same questions and share your pre-written answers. You will be flagged for plagiarism when your document is submitted, and you will receive a zero for an exam grade.**

Only submit your exam as a Word document. Do not submit your exam as a text document, google document, pages document, etc. or anything else that is not a Word document. Do not copy and paste into the Comments Window. **I will give those who submitted incorrectly a zero and ask that they be submitted correctly. If the corrected document is submitted after the due date, the exam will be late (10% deducted each day).** Make sure to read your feedback in a timely manner.

If you do not understand these instructions, please contact me with your questions well before the exam is due. If you feel that you know what you are doing, then carry on. However, I will deduct points if these instructions are not followed.

Your exam must include your name, date, and have a title of U.S. History Midterm. **INCLUDE THE CHAPTER AND QUESTION WITH YOUR ANSWER.** It should look something like this:

Your First and Last Name

Date

U.S. History 1301 Midterm

Section 1

Question: Answer

Section 2

Question: Answer

U.S. History 1301 Midterm (Chapters 3 – 9 and Primary Sources)

Section 3

Question: Answer

Section 4

Question: Answer

Section 5

Question: Answer

Section 6

Question: Answer

Section 7

Question: Answer

Section 8

Question: Answer

Section 1

- Please discuss bias and time and place rules and describe how they are important in assessing primary sources. What can historians do in their research to offset issues like bias and time and place?
- Is the Discovery of Corn and Tobacco a primary source and should be used by historians in their research? Why or what not? Make sure you revisit the What Are Primary Sources Document and the primary source before answering.
- What do you see as the connection between the philosophical and moral underpinnings expressed in the Declaration of Independence and the other documents have read such as An American Opposes New Taxes, Henry's "Give me liberty speech, First Continental Congress Meets, etc.?" How do they stand in opposition to Boucher's sermon?
- Analyze Patrick Henry's antifederalist critique of the Constitution and discuss Madison's response in Federalist #s 10 and 14. Do you think Henry or Madison had it right regarding the Constitution? Use their arguments to elaborate. Why or why not?
- What role did the Seneca play in the revolutionary war? Why was their land taken? The Native Americans who wrote this document portrayed themselves as children. Do they really believe themselves to be childlike? If not, what would be the reason for portraying themselves as children? Make sure to discuss the document in your answer.

Section 2

- Ch. 3: Compare and contrast life in the Spanish, French, Dutch, and English colonies, differentiating between the Chesapeake Bay and New England colonies. Who were the colonizers? What were their purposes in being there? How did they interact with their environments and the native inhabitants of the lands on which they settled?

U.S. History 1301 Midterm (Chapters 3 – 9 and Primary Sources)

- Ch. 3: Describe the attempts of the various European colonists to convert native peoples to their belief systems. How did these attempts compare to one another? What were the results of each effort?
- Ch. 3: How did chattel slavery differ from indentured servitude? How did the former system come to replace the latter? What were the results of this shift?
- Ch. 3: What impact did Europeans have on their New World environments—native peoples and their communities as well as land, plants, and animals? Conversely, what impact did the New World’s native inhabitants, land, plants, and animals have on Europeans? How did the interaction of European and Indian societies, together, shape a world that was truly “new”?

Section 3

- Ch. 4: How did Pennsylvania’s Quaker beginnings distinguish it from other colonies in British America?
- Ch. 4: What were the effects of the consumer revolution on the colonies?
- Ch. 4: How did the ideas of the Enlightenment and the Great Awakening offer opposing outlooks to British Americans? What similarities were there between the two schools of thought?
- Ch. 4: What was the impact of the wars for empire in North America, Europe, and the world?
- Ch. 4: What role did Indians play in the wars for empire?
- Ch. 4: What shared experiences, intellectual currents, and cultural elements drew together British subjects on both sides of the Atlantic during this period? How did these experiences, ideas, and goods serve to strengthen those bonds?

Section 4

- Ch. 5: Was reconciliation between the American colonies and Great Britain possible in 1774? Why or why not?
- Ch. 5: Look again at the painting that opened this chapter: The Bostonians Paying the Excise-man or Tarring and Feathering (Figure 5.1). How does this painting represent the relationship between Great Britain and the American colonies in the years from 1763 to 1774?
- Ch. 5: Why did the colonists react so much more strongly to the Stamp Act than to the Sugar Act? How did the principles that the Stamp Act raised continue to provide points of contention between colonists and the British government?
- Ch. 5: History is filled with unintended consequences. How do the British government’s attempts to control and regulate the colonies during this tumultuous era provide a case in point? How did the aims of the British measure up against the results of their actions?
- Ch. 5: What evidence indicates that colonists continued to think of themselves as British subjects throughout this era? What evidence suggests that colonists were beginning to forge a separate, collective “American” identity? How would you explain this shift?

U.S. History 1301 Midterm (Chapters 3 – 9 and Primary Sources)

Section 5

- Ch. 6: How did the colonists manage to triumph in their battle for independence despite Great Britain's military might? If any of these factors had been different, how might it have affected the outcome of the war?
- Ch. 6: How did the condition of certain groups, such as women, blacks, and Indians, reveal a contradiction in the Declaration of Independence?
- Ch. 6: What was the effect and importance of Great Britain's promise of freedom to slaves who joined the British side?
- Ch. 6: How did the Revolutionary War provide both new opportunities and new challenges for slaves and free blacks in America?
- Ch. 6: Describe the ideology of republicanism. As a political philosophy, how did republicanism compare to the system that prevailed in Great Britain?
- Ch. 6: Describe the backgrounds and philosophies of Patriots and Loyalists. Why did colonists with such diverse individual interests unite in support of their respective causes? What might different groups of Patriots and Loyalists, depending upon their circumstances, have hoped to achieve by winning the war?

Section 6

- Ch. 7: Describe the state constitutions that were more democratic and those that were less so. What effect would these different constitutions have upon those states? Who could participate in government, whether by voting or by holding public office? Whose interests were represented, and whose were compromised?
- Ch. 7: In what ways does the United States Constitution manifest the principles of both republican and democratic forms of government? In what ways does it deviate from those principles?
- Ch. 7: In this chapter's discussion of New York's ratifying convention, Alexander Hamilton takes issue with Anti-Federalist delegate Melancton Smith's assertion that (as Hamilton says) "a pure democracy, if it were practicable, would be the most perfect government." What did Smith—and Hamilton—mean by "a pure democracy"? How does this compare to the type of democracy that represents the modern United States?
- Ch. 7: Describe popular attitudes toward African Americans, women, and Indians in the wake of the Revolution. In what ways did the established social and political order depend upon keeping members of these groups in their circumscribed roles? If those roles were to change, how would American society and politics have had to adjust?
- Ch. 7: How did the process of creating and ratifying the Constitution, and the language of the Constitution itself, confirm the positions of African Americans, women, and Indians in the new republic? How did these roles compare to the stated goals of the republic?
- Ch. 7: What were the circumstances that led to Shays' Rebellion? What was the government's response? Would this response have confirmed or negated the grievances of the participants in the uprising? Why?

U.S. History 1301 Midterm (Chapters 3 – 9 and Primary Sources)

Section 7

- Ch. 8: Describe Alexander Hamilton's plans to address the nation's financial woes. Which aspects proved most controversial, and why? What elements of the foundation Hamilton laid can still be found in the system today?
- Ch. 8: Describe the growth of the first party system in the United States. How did these parties come to develop? How did they define themselves, both independently and in opposition to one another? Where did they find themselves in agreement?
- Ch. 8: What led to the passage of the Alien and Sedition Acts? What made them so controversial?
- Ch. 8: What was the most significant impact of the War of 1812?
- Ch. 8: In what ways did the events of this era pose challenges to the U.S. Constitution? What constitutional issues were raised, and how were they addressed?

Section 8

- Ch. 9: Industrialization in the Northeast produced great benefits and also major problems. What were they? Who benefited and who suffered? Did the benefits outweigh the problems, or vice versa?
- Ch. 9: What factors led to the Panic of 1819? What government regulations might have prevented it?
- Ch. 9: Would the Industrial Revolution have been possible without the use of slave labor? Why or why not?
- Ch. 9: What might have been the advantages and disadvantages of railroads for the people who lived along the routes or near the stations?
- Ch. 9: What were the values of the middle class? How did they differ from the values of those above and below them on the socioeconomic ladder? In what ways are these values similar to or different from those held by the middle class today?