

Study Guide for Second Midterm  
Wednesday, November 19<sup>th</sup>

This exam has three parts, matching, fill-in-the-blank, and an essay answer. Part I, the matching, has 15 questions worth 2 points each, Part II, the fill-in-the-blank, has 15 questions, worth 2 points each, and Part III, the essay, is worth 90 points. Arrive on time. You need a scantron with the essay booklet. You may want to use a bluebook as well if you need additional room. You may use four double-sided, 3x5 note cards. They must be handwritten, and you have to show me the cards before taking the exam. They must be submitted with your exam. Possible essay questions are listed at the bottom of this study guide. You may use your books and notes to prepare for your notecards and essay outline at home, but you may not use the internet, excepting PowerPoint slides and lecture notes from my website. My website password is Freedom with a capital “F” and zero in place of an “o.” I want to remind you that I trust you to answer these questions in your own words. Don’t simply copy words from the textbooks or from my notes. Imagine you’re explaining the item or essay question to someone who asked you to teach them.

**Part I:** Matching, 15 questions, worth 2 points each, selected from the key terms below. Each of these can be found in your A People and a Nation book or from lecture. You will match 15 terms I select from below with their definitions from the textbook, lecture, or other reading material. (30 points).

William Jennings Bryan	Hawaii	Jose Marti	Philippine Insurrection	Cuba
Spanish American War	Panama Canal	Anti-Imperialism	Treaty of Paris	“Civilizing Impulse”
Woodrow Wilson	Manliness	Panama Canal	Platt Amendment	John Scopes
USS Maine	William Seward	Navalism	Nationalism	Self-Determination
Alliances	Arms Race	Porfirio Diaz	Dollar Diplomacy	Emiliano Zapata
Selective Service Act	League of Nations	Red Scare	Bolshevik Revolution	National War Labor Board
Herbert Hoover	Court-Packing Scandal	Bonus Army	Scottsboro Boys	
National Industrial Recovery Act	Bank Failure	Hawley-Smoot Tariff	Agricultural Adjustment Act	

**Part II:** Fill-in-the-Blank, 15 questions, worth 2 points each, selected from lecture key terms, A People and a Nation, and from primary sources in America Firsthand and other items read throughout the semester. (30 points)

Teddy Roosevelt	White Man’s Burden	Hero Tales	Spanish American War	Hawaii	Cuba
Philippine Insurrection	Roosevelt Corollary	Anti-Imperialist Arguments		Monroe Doctrine	
Queen Lili’uokalani	Monroe Doctrine	Trench Warfare	14 Points	Blue Eagle	
Espionage and Sedition Acts	FDR	Senate Rejection of Peace Treaty		Stock Market Crash of 1929	
New Deal	National Industrial Recovery Act	Scopes Monkey Trial		Clarence Darrow	
H.L. Mencken	Security Exchange Commission	Social Security Act	Minimum Wage	Unemployment	
<i>Pitied but Not Entitled</i>	Aid to Families with Independent Children	HOLC (Home Owners Loan Corporation)			
FDIC (Federal Deposit Insurance Commission)					

**Part III:** Essay. (90 points)

Answer one of the following questions below: (90 Points You must answer with an argumentative essay. Your answer must have a thesis, an introduction, several body paragraphs (at least 3), and a conclusion. You must underline your thesis. You must use each paragraph to argue in support of your thesis. These paragraphs should contain specific details and examples from reading, sources, and lecture. A helpful way to achieve this is by using your key terms from lectures and readings for evidence (listed above). These questions should be answered in historical terms, not according to events occurring today. If you wish to draw modern parallels, limit them to the contemporary significance in your conclusion.

1. America represents the first colony in the modern era to revolt against her colonial power for independence; the resulting creation of the *Declaration of Independence* and *Constitution* created a nation devoted to the ideals that government exists for and by the people and government must have the consent of the people in order to govern. Given that context, do you believe it was just for people like Teddy Roosevelt, Henry Cabot Lodge, Rudyard Kipling, etc. to advocate and condone an American Empire? If so, why? If not, you’re likely on the side of Mark Twain and Andrew Carnegie. Explain your position. In other words, in the context of the late 1890s (Spanish American War, Cuba, Philippines) and the early 1900s (Hawaii, Panama Canal), should the US have become an imperial power?

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2. If you lived during World War I, would you have advocated entering the war, why or why not? If yes, when? Be sure to talk about the following: nationalism, self-determination, the arms race, interlocking alliances, Archduke Ferdinand, uboat warfare, the Lusitania, the Zimmeran Telegram, Pancho Villa (perhaps).
3. Did the New Deal fail or succeed, and who did it help?

#### Bonus Questions:

1. How did particular black codes relate to financial relief during the Great Depression and later during the Great Society?
2. In what ways do today's economic and world tumult reflect the following: the 1920s, the Great Depression, and World War I/Great War?
3. Recently Democrat and Republican politicians began fighting over these two issues: requiring voters to have identification and whether or not Sharia law is unconstitutional. Where do you stand on the issues? Why? Try to convince me to agree with you.

#### Tips:

- Brainstorm your ideas first. If you don't know how to do this, seem me.
- Write your thesis.
- Come up with at least 3 sub-arguments that support your main thesis. These should function as your opening sentences in each of your body paragraphs. "A" essays will most likely have more than 3 sub-claims and more than 3 body paragraphs.
- List key terms from lecture notes or from the A People and A Nation chapter-reading study guides as evidence to support the sub-arguments/sub-claims that support your main thesis.
- Brain storm each of these key terms.
- "Bubbles" coming off of your key terms should outline all the details about the term as well as the significance.
- Create additional "brainstorm bubbles" off the details about the key terms. These "bubbles" should explain why/how you think these details, as well as the key term, support both your sub-argument and thesis.
- Now begin transforming all of these brainstormed details and explanations/analysis into paragraphs.
- Write your introduction last.
- Once you've written all the body paragraphs, write the conclusion. After that, rewrite your thesis. Most likely you'll better understand what your thesis/overall argument is once you've written all the body paragraphs and the conclusion.
- Once you recreate your thesis, write your introduction. State your thesis first. Underline it. Give a road map to your paper in your introduction as well. For example:

#### SAMPLE ESSAY EXAM INTRODUCTION:

The American Revolution increased the wealth and power of American elites who led the Revolution. This seems conservative, as if elite colonists overthrew Britain to bolster their own power. Nevertheless, the ideals created during this period eventually transformed American society and government; therefore, the American Revolution was, indeed, radical. In order to support my claim about this radicalism, I first explain many historians' claims that economic and class interests reversed the radical ideals of the Revolution. Once I analyze this historical argument, I will examine the radical ideologies behind the Revolution. These include ideas about the equality of men, the right of the people to overthrow the government, and the ability of common men to understand and participate in politics. After showing how these ideas created new ways of viewing humanity and political rights, as well as the relationship between men and government, I will address four different historical events that show how these ideas radically transformed American society. These include an analysis of the *Declaration of Independence* and Thomas Paine's *Common Sense*, as well as Abigail Adams' assertions about the rights of women and the increased emergence of the abolition movement against slavery. By comparing the historical argument against the radicalism of the Revolution with historical evidence to the contrary, it is evident that the Revolution not only transformed American society and government, but it also changed the world. (This is not great writing, but hopefully it gives you an idea of what a thesis and introduction should include).