

Date and Time: \_\_\_\_\_

This exam has three parts, matching, fill-in-the-blank, and an essay answer. Part I, the matching, has 37 questions worth 2 points each, Part II, the fill-in-the-blank, has 38 questions, worth 2 points each, and Part III, the essay section, is worth 90 points. Arrive on time. You need scantron for 886-E with the essay booklet. You may want to use a bluebook as well if you need additional room to write. You may use five 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 Freed0m 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**, 30 questions, worth 1 point 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 of understanding from the textbook, lecture, or other reading material. Numbers in the parenthesis indicate the book chapter.

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|--|---|---|
| 1. Pearl Harbor (26)                     | 8. Yalta Conference (27)  |   |
| 2. Tripartite Pact (26)                  | 9. US Support of Free Trade and Reconstruction of Europe and Japan (28) | 19. Phyllis Schlafly/Anti-Feminists (31)              |
| 3. Kristallnacht (26)                    |   | 20. My Lai Massacre (31)                              |
| 4. Good Neighbor Policy (26)             | 10. 1957 Eisenhower Doctrine (28)                                       | 21. Equal Rights Amendment (31)                       |
| 5. Stalin's Call for a Second Front (27) | 11. Jacobo Arbenz Guzman (28)   | 22. War Powers Act of 1972 (31)                       |
| 6. Manhattan Projects (27)               | 12. Highway Act of 1956 (29)  | 23. Ronald Reagan's Economic Policies (32)            |
| 7. Bracero Program (27)                  | 13. Communist Control Act (29)  | 24. Supply-side Economics (32)                        |
|  | 14. John Kennedy (30)   | 25. Sandra Day O'Connor (32)                          |
|  | 15. Counterinsurgency (30)  | 26. Iran Contra (32)                                  |
|  | 16. Bay of Pigs (30)  | 27. Proposition 13 in California (33)                 |
|  | 17. Sharon Statement of 1960 (30)                                       | 28. Republicans' "contract with America" (33)         |
|  | 18. Civil Rights Act (30)   | 29. Personal Responsibility and Work Opportunity (33) |
|  |   | 30. Bill Clinton (33)                                 |

**Part II: Fill-in-the-Blank**, 30 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. (76 points)

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| 1. Lebensraum                                      | 21. Revisionist Interpretation of the Cold War |
| 2. Harry Truman                                    | 22. Self-Determination                         |
| 3. Unconditional Surrender                         | 23. Soviet's Peace Plan                        |
| 4. US Policy in Latin & Central America            | 24. Betty Friedan                              |
| 5. 2 <sup>nd</sup> Wave Feminism                   | 25. Island Hopping                             |
| 6. 1935 Neutrality Act                             | 26. Doll Experiment                            |
| 7. George Kennan                                   | 27. Roe vs. Wade                               |
| 8. Marshall Plan                                   | 28. Thurgood Marshall                          |
| 9. Arab—Israeli Conflict                           | 29. Martin Luther King Jr.                     |
| 10. 3 <sup>rd</sup> Wave Feminism                  | 30. Rosa Parks                                 |
| 11. Fascism  |  |
| 12. Communism                                      |  |
| 13. Socialism                                      |  |
| 14. Munich Agreement                               |  |
| 15. Links between the Cold War & the War on Terror |  |
| 16. General Tojo                                   |  |
| 17. Nazi-Soviet Non-Aggression Pact                |  |
| 18. Blitzkrieg                                     |  |
| 19. Domino Theory                                  |  |
| 20. Security Council                               |  |

**Part III: Essay. (Points TBD)**

Everyone must answer question one (45 points), and then answer one of other the following questions in a separate short answer, just a few paragraphs, below (45 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. Choose a side between traditional and revisionist historians. Argue on behalf of either the traditional interpretation of the Cold War or the Revisionist review. Be sure to address the following issues: Domino Theory, Containment, George Kennan, Truman Policy, Communist Conspiracy Theory, Diverging Peace Plans, etc.
2. What elements combined to enable the success of the Civil Rights movement for African-Americans and American women?
3. Should the United States of America have dropped “the bomb” on Hiroshima? Nagasaki?
4. What are the causes of World War II?
5. Explain the links between the Cold War and the War on Terror.

**BONUS ONLY:**

1. Answer any second question above for extra credit.

**General 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.
  1. “Bubbles” coming off of your key terms should outline all the details about the term as well as the significance.
  2. 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:

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 ideas 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).