

Erin Miller
History 17A

Your Name: _____ Class: _____ Time: _____

Mid-term Exam (150 points)
March 11th, 2014

You may use one 3X5, double-sided note card for the test. You must purchase and bring an essay, scantron form 886-E, available behind the counter in the BC Bookstore. You may also want to bring a blue book if you think you'll need more room to write your essays. 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 is interested in it.

Matching: (2.00 points each, 30 point total) Taken Directly from *A People and a Nation*, a few coming from lecture.

Aztecs	Christopher Columbus	Columbian Exchange	Tenochtitlan	Roanoke
Polytheistic	Jamestown	Black Plague	John Cabot	Marco Polo Travels
Triangular/Atlantic Trade		Hernan Cortes	Paleo-Indians	Gender Roles
New France	Separatists	Jamestown	<i>From Lecture:</i>	<i>Primogeniture</i>
<i>Bering Strait</i>	<i>Matrilineal</i>	<i>Jennifer Morgan</i>	<i>Edmund Morgan</i>	<i>House of Burgesses</i>

Fill in the Blank: (2.00 points each, 30 Total Points).

1. Virgin Soil
2. Martin Luther
3. Bacon's Laws
4. John Smith
5. Landless Poor
6. Mercantilism
7. Head Rights System
8. Anthony Johnson
9. Sarah Grambell
10. Father Le Jeune
11. Mary Rowlandson
12. Indentured Servitude
13. John Calvin
14. Bartolome de Las Casas
15. Iroquois Confederation
16. Patrilineal
17. Guns, Germs, and Steel (Jarad Diamond)

You must answer question one (45 points). Then choose to answer either question 2 or 3 (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 as evidence. Use limited quotes. 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. What are the causes/origins of American slavery and racism prior to 1865? Think Jennifer Morgan (gender—racism—labor and laborers—slavery) vs. Edmund Morgan (need for labor—landless poor—threat to elite power structure—slavery—legal construction of white privilege—racism). You may also use the story of Anthony Johnson and Bacon's Rebellion.
2. How and why did North America become British? Think landless poor, primogeniture, enclosure laws, urbanization, crusades, Protestant Reformation, mercantilism, indentured servitude, diseases, headrights system, etc.
3. Using at least three primary sources we read, Hernan Cortez, Nahua Account, and Bartolome de Las Casas in juxtaposition to *A People and a Nation*, tell the story of European Conquest in the New World. You may choose to think of this in terms of the "savage" vs. the "civilized." You may think of it in terms of the Jarad Diamond argument regarding environment advantage vs. cultural superiority.
4. **BONUS ONLY:** How does land and weather help determine economy and culture?

Remember you may make an appointment with a history tutor through the tutoring center to study for the test. You may also make one with a writing tutor at any of the available labs. Submit proof of working with a tutor when you turn in your exam, and you get up to 5% extra credit added to your test grade.

See Study Tips on the Backside of This Sheet

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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.
 3. Now begin transforming all of these brainstormed details and explanations/analysis into paragraphs.
 4. Write your introduction last.
 5. 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.
 6. 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 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