

Mid-term Exam
Due Date: See Syllabus

This is a matching, essay, and short answer exam. You must use a blue book. Matching and fill-in-the-blank are self-explanatory. For short identifications you must describe the person, event, or item, and, most importantly, you must explain its significance. You may bullet point the short identification answers. For essays, I will choose two of the questions below. You will write a separate essay answer for each question. You must answer them with an argumentative essay. Your answers 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. 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. You may use a 3x5 note card for notes on the exam. Best wishes! You can do it!

Matching and/or Fill-in-the Blank

Thirteenth Amendment	Fourteenth Amendment	Fifteenth Amendment	Abraham Lincoln
Ku Klux Klan	Carpet Baggers	Scalawags	Homestead Act, 1862
Reservations	Buffalo	Dawes Severalty Act	Scientific Management
American Federation of Labor	Eugene V. Debs	Vertical Integration	Horizontal Integration
Samuel Gompers	Knights of Labor	Interstate Commerce Act	Muckraker
Pendleton Civil Service Act	Booker T. Washington	NAACP	Prohibition

Short Identification

Black Codes	Andrew Johnson	Jim Williams	Radical Republicans
Freedmen's Bureau	Sharecropping	Custer's Last Stand	Ghost Dance
Henry Ford	Andrew Carnegie	Social Darwinism	Social Gospel
W.E.B. DuBois	Eugenics	Margaret Sanger	

Essay Questions: I will choose 2 of these questions. You will write on one.

1. Did Reconstruction fail or succeed?
2. How was the West won, by sweat and a shovel or by the gun? Chapter 17 and accompanying primary sources (PS).
3. How did the role of the Federal Government change in the lives of American people from Reconstruction through the Progressive era? See readings from weeks 1- 7.
4. Compare Booker T. Washington's approach to the "race issue" to that of W.E.B. DuBois. Chapter 21 and PS.
5. Does an industrial economy require a large government? Think labors/unions vs. Big Business. Chapters 18-19 & PS.
6. BONUS: In what way do you think class impacts government, big business, and labor today, or what were the causes of the Civil War?

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.

Erin Miller

History 17B

- 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).