This exam has three parts, matching, fill-in-the-blank, and an essay answer. Part I, the matching, has 30 questions worth 1 point each, Part II, the fill-in-the-blank, has 30 questions, worth 1 point 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 four double-sided, 3x5 note cards. (Feel free to argue for more.) 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, 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).

1. Separatists
2. Ann Hutchinson
3. Chesapeake
4. King Philip’s War
5. Enlightenment
6. Middle Ground
7. Colonial Assemblies
8. Republicanism
9. Thomas Jefferson
10. Thomas Paine
11. Classical Republicanism
12. Democratic Republicanism
13. Northwest Ordinance
14. James Madison
15. Federalists
16. Massachusetts Bay Colony
17. Governor John Winthrop
18. Witchcraft
19. Middle Colonies
20. King William’s War
21. John Locke
22. First Great Awakening
23. John Trumbull
24. Abigail Adams
25. Slavery in the North
26. Suppressing the Poor White Vote
27. Articles of Confederation
28. Shays’s Rebellion
29. George Washington
30. Anti-Federalists
31. Letters of a Federal Farmer
32. Puritans
33. New York
34. Atlantic Slave Trade
35. Glorious Revolution
36. Germans
37. Stono Rebellion
38. George Whitefield
39. Charles Wilson
40. Massachusetts Elementary Schools
41. Gradual Emancipation
42. Checks and balances
43. Treaty of Paris
44. Life of Washington
45. Virginia Plan
46. New Jersey Plan
47. Pilgrims
48. Pennsylvania William Penn
49. Socts-Irish
50. Genteel Culture
51. Gilbert Stuart
52. Constitutional Convention
53. Three-fifths Clause

**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)

1. Congregationalists
2. Roger Williams
3. George Whitefield
4. Quaker Church Meetings
5. Anti-proprietary movement
6. New Modes of Communication
7. Half-way Covenant
8. Conversion experience
9. First Great Awakening
10. Thomas Loe
11. New Modes of Communication (Great Awakening
12. Covenant of Grace
13. Charter or Privileges
14. Quaker Families
15. Quaker Theology
16. The Puritan Church
17. Inner Light
18. Puritan Towns
19. William Penn
20. Keithian Controversy
21. French and Indian War
22. Sugar Act
23. Revenue Act
24. Stamp Act
25. Declaratory Act
26. Courts of Vice Admiralty
27. Writs of Assistance
28. Gordon Wood
29. Sons of Liberty
30. Daughters of Liberty
31. Articles of Confederation
32. Thomas Hutchinson
33. Shays’s Rebellion
34. Progressive Historians
35. Historiography
36. Revisionist Historians
37. Boston Massacre
38. Specie

**Part III:** 2 Essays. (45 points each)

Answer 2 of the following questions below: (45 Points each). You must answer question number one and then answer another question of your choosing. 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. Was the American Revolution radical?
2. This is a two-part question. Was William Penn a hero or a hypocrite? Choose one or the other, hero or hypocrite, NOT BOTH. Did his faith enable the birth of American democracy?
3. Question two is detailed. Read it all.

* Decide which group of “settlers” you’d like to be among, the Puritans, Pilgrims, Quakers, Germans, Virginia Company Planters, Africans, or indentured servants, etc., or even Native Americans. Choose based on what group best mirrors your current value system. Are you driven by issues of faith, economic opportunity, political equality, etc.? Be creative. I encourage you to use identifiers other than these. Decide what your essence is. What makes you, you? Then decide which colony would best foster your social-cultural values.
* Once you have done the above. I want you to write a letter in which you explain to a relative, dear friend, significant other, or business partner why you have chosen the place you’ve chosen to settle, conveying how your social-cultural values match theirs and why.
* Try to convince the person you are writing to go with you to the New World. You’ll have to lay out all the merits of the new settlement, as well as address some of your “friends” concerns. You should discuss the political, economic, social, and religious institutions of this colony. Discuss key events we covered in class and how they impacted your experience in the colony. (This might include Bacon’s Rebellion, Anthony Johnson, the trial of Anne Hutchinson, William Penn, the Charter of Privileges, etc.)
* Next, you have to explain why you’ve chosen not to go to the two other regions. Again, discuss key events and people, as well as the social, cultural, political, and economic components of the colony. You should also explain to your friend why they should not settle there, but with you.
* Summarize your assignment with what you expect to happen once you settle in this new place. Explain why you think this and how you will achieve your aspirations.

1. How did such diverse colonies form a common identity and in opposition to the mother country, England?

BONUS ONLY: Why if only, 300,000 of 10 million slaves came to America, is the US more condemned than other countries for their role in Slavery?

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.

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).