

STUDY GUIDE: EXAM #1

Exam #1 ID/Short Answer (40% of exam grade, 10 points each): Use the following terms to prepare for the first hour exam. Remember that full credit for the ID/Short Answer comes from correctly describing the person or event (one third of the points awarded) and then giving the historical significance of that term (two thirds). You can expect to have eight of these terms to select from on the exam. You will need to answer four of these. The graders are instructed to grade only the first four responses, so do not answer any more than four.

The William Dunning School
Black Codes
Proclamation of Amnesty and Reconstruction
Andrew Johnson
14th Amendment
Thaddeus Stevens
Confiscation
Freedman's Bureau
Union Leagues
Ku Klux Klan
"Share Cropping"
Crop Lien System
Frederick Jackson Turner
George Armstrong Custer
Little Big Horn (1876)
Dawes Severalty Act (1887)
Ghost Dances
Wounded Knee (1890)
Multiplier Effect
John D. Rockefeller
Trusts
Social Darwinism
Booker T. Washington
Knights of Labor (1869)
Haymarket Riot (1886)
Samuel Gompers
A.F. of L.
The "Spoils System"
William McKinley
"Free Silver"
Coinage Act of 1873
Interstate Commerce Act (1887)
Populism
Producerism
William Jennings Bryan
The Farmers' Alliance

Federal Subtreasury Plan
The Omaha Platform
The "Cross of Gold" Speech
The Wizard of Oz
The Election of 1896

EXAMPLE: To earn full credit for the IDs, you will need to provide a general description and a significant aspect of the term (that is, why is it important to U.S. history). It may help to use the following format to insure that you are focusing on significance.

Ghost Dances - were performed by many Native American tribes, especially those that were suffering as a result of the loss of land at the end of the nineteenth century. According to the Indian Wovoka, these dances would give Native Americans the strength of their ancestors, an ability to resist the spread of white culture, and allow them to reclaim control over the land. **The GD were significant because** they suggested to whites that Indians were unwilling to assimilate and might possibly return to a state of armed opposition, as was the case during the Sioux Wars and at Little Big Horn. The GD were the primary reason for the army's entrance to the Sioux reservation and the subsequent attack at Wounded Knee. The GD show that cultural differences between native people and U.S. migrants were an important reason why violence erupted in the west.

Be aware that you will get credit for the ideas you present within the answer. If, during the exam, you can't write an answer as "clean" as the one above, be sure to indicate what you feel is the central importance of the term for these Americans at this time in U.S. history and why. Two additional "suggestions":

- A. How a terms relates to current affairs is NOT historical significance. In the example above, don't waste time writing about how Indians are viewed today. Focus on the events that these people experienced. (Obviously, when we get to recent history this will be less of a problem.)
- B. One-line answers are completely inadequate for a college history course. I am asking for a bare minimum of facts/information. You are required, however, to do some thinking about what this information means to the U.S. This can not be conveyed in only one or two lines.

Essay (60% of the exam grade, 60 points each): The following are the essay questions for the first exam. I will select two of these questions for the exam, you will choose one to answer. An acceptable "college-level" response will consider the entire question and provide specific examples to justify your answers:

1. (i) Describe, using specific examples, the politics and policies surrounding the three broad phases of Reconstruction. (ii) What were the goals of freedmen, Northerners, and white Southerners during these stages? (iii) In the end, was the South "reconstructed" (be sure and justify your answer)?
2. The years from 1865 to 1900 were particularly difficult for non-whites, immigrants, and citizens of limited economic means. (i) Select one population (Freedmen, Native-Americans, Immigrants, OR farmers) and discuss their goals and the ways they tried to achieve these goals.

(ii) In your view, what prevented this group from achieving equality? (iii) What was the role of the Federal government in either supporting or undermining these aims? (iv) For all of these groups (collectively), was race/ethnicity more or less important than their economic status?

3. Were Americans becoming more or less dependant during the Gilded Age? Use specific examples to (i) define dependency, (ii) describe why Americans of this era believed that it was an important issue, and (iii) show how people throughout the country were increasingly being confronted with questions of dependency in all aspects of their lives. Be aware that dependency was/is not solely an economic experience nor is it solely an experience of unskilled industrial laborers.

4. (i) What is meant by the terms "dependency" and "control" during the Gilded Age? (ii) What were some of the factors that caused Americans to become more dependent? (iii) How did these factors affect Americans' sense of themselves as independent citizens and in what ways did Americans respond to rising dependency? (iv) Discuss one example from the politics of the era that, in your opinion, best exemplifies these tensions (be sure to explain why it is a good example).

5. (i) Relate several reasons why the People's Party claimed, in its Omaha platform, that American's needed to resist an economic trend (industrial capitalism) that if "not met and overthrown at once... forebodes terrible social convolutions, the destruction of civilization, or the establishment of an absolute despotism" in the United States. (ii) What are some of the policies that the Populists advocated and how did these policies specifically address what they felt to be the problems of industrial capitalism?