**U. S. History 1301.002 Exam 2 Review Guide**

# **Date: Wednesday, March 30**

* Time: Exams are completed in person, during our scheduled class time from 10:00-10:50.
* Location: Our regular classroom, CI 102.

# **Details:**

* Your first exam for HIST 1301 will cover section 2 of the course and includes topics like the Articles of Confederation and Constitution; Federalist Party and Democratic Republican Party; Market Revolution; Women’s Rights Movement, and Jacksonian America.
* This will be a closed book test, but all students are allowed to bring one 3x5 inch notecard with study materials. All material must be flush with the card, so no fold outs.
* It is important to pace yourself wisely and ensure that you have enough time to complete the first two parts AND write a MULTI-PARAGRAPH ESSAY within the allotted time.

# **Format:**

## *Part I: Chronologies (20 pts.)*

**Six** of the following topics will appear on the exam. Each topic will then have **three** persons, events, or trends listed under it. **For FOUR** of the six options, you will then need to place the persons, events, or trends in their proper chronological order under the topic. The subjects for the chronologies will come from the lectures. Be sure to only compete **FOUR** of the six topics, because only our first **FOUR** answers will be graded.

* Creation and Ratification of the Constitution
* Rise and Decline of Political Parties
* Relations with Native Americans
* Relations with Great Britain
  + Treary Of Paris 1783
  + Jay’s Treaty
  + French Revolution
  + Chesapeake-Lepord Affair
  + Embargo Act
  + Non-Intercourse Act
  + Battle Of Tippy Canoe
  + War of 1812
  + Treaty Of Ghent
  + Battle Of Now Orleans
  + Convention of 1818
  + Monroe Doctrine
* Relations with France
* Relations with Spain
  + Jay’s Treaty(Secrete Deal)
  + Picknyees Treaty (New Orleans)
  + Embargo Act (No Trade)
  + First Seminole War (Invasion Of Florida)
  + Adams-Onis Treaty
  + Monroe Doctrine
* War of 1812
* Assertive Diplomacy after the War of 1812
* Changing System of Production
  + Home Manufacturing
  + Putting Out System
  + Factories
* Changes to Women’s Status
  + American Revolution (Direct/Indirect Participation)
  + Republican Motherhood
  + Market Revolution
  + Cult Of Democide
  + 2nd Great Awakening
  + Seneca Falls Convention
  + Declaration Of Sentiments
* Nullification Crisis
* Bank “War”
  + 2nd Bank of The US
  + McCollin V Maryland
  + Recharter Bank Early
  + Jackson Veto’s Bill
  + Jackson Reelection 1832
  + Pet Banks Givin Federal Reservs
  + Panic 1837

## *Part II: Matching (30 pts.)*

There will be ten matching questions, each worth three points. On these, you will need to give the letter that **best describes or corresponds** with the numbered person or event in question. Most of these will come from the lectures, but a few may come from the assigned readings available on blackboard. When studying be sure to consider who/what ideas are, what happened with/during those ideas, and why that concept is important.

## *Part III: Essay (50 pts.)*

**Two** of the following questions will appear on the exam. You will be required to answer **ONE** of those two.

Effective exam essays must:

* Answer **ALL PARTS** of the prompt (think at least one paragraph per question in the prompt);
* be specific and thorough when explaining things;
* provide **MULTIPLE** examples or pieces of evidence to support each point;
* **EXPLAIN** the evidence (meaning tell us who/what the something was, what happens, and why it matters);
* use paragraphs (which will help you structure your essay).

### Questions:

1. Discuss the creation and ratification of the Constitution. Why did Shays Rebellion push people to discard the Articles of Confederation? What disputes emerged at the Philadelphia Convention and what compromises in the Constitution addressed them? What was required to finally ratify the Constitution? Use the lectures to write a complete answer.

Shays Rebelion Shows Week Federal Government in Articles of Confederation

People V. Federal

Federal

3 Branches

National and State Power Split

Checks And Balances

Separation of Powers

People

State = Senet

Electoral College = Pres

People = House

State Size

New Jerly, Virginia

House – Population

Senet – Everyone Gets 2

Slavery

3/5 compermise

Fugitive Slave Clause

International Slave Trade for 20 years

2. Analyze the different ideologies of the **Federalist Party** and the **Democratic-Republican Party**. What did each party believe about power of the government versus the freedoms of the people? How did this influence how they viewed international relations (Britain or France)? What portion of the economy did they support? What portions of the Constitution did they use to justify their beliefs? How did these differences contribute to the fights over Hamilton’s economic plan, the Alien and Sedition Acts, and the War of 1812?

Federalist Party:

John Adams, Hamilton, Washington, John Marshall

Strong Government, Little Power in Government = More Rebellion, Like British, French In Revilution, Like Manufacturing = National Security, Lose Construction of the constitution, Implied Powers, Necessary And Proper Clause

Democratic-Republicans

Tohmas Jeferson

Rights Of The People, Like France = Pro People, Support Farmers = True Americans, 10th amendment = If not said,

Hamilton’s Plan, Want to pay national and state debt, Central Currency, North Getting Bailed out, South Does not get much.

Alien and Seditions Act

FP

Can Control The People

D-R

Illegal to criticize the us government,

War of 1812

FP

Like British

D-R

Like war of 1812

3. Discuss how women’s rights and roles in society changed in early America. What rights did they have during the colonial period? How did women participate in the American Revolution and what effects did this have on their roles in society? What was the idea of separate spheres and how did women increasingly move into the public sphere as part of the social reform movements? Why did women eventually start their own movement for rights and did all women agree on what changes they wanted? Use the lectures, primary sources, and essay “All Men and Women are Created Equal” to write a complete answer.

4. Make an argument for or against Andrew Jackson’s claim that he was the “People’s President.” Why did he belief he was the “People’s President?” Using at least three issues of his presidency—the Spoils System, the Bank “War,” the Nullification Crisis, and Indian Removal—to explain why he was or was not the “people’s president.” Be sure to **fully explain each issue** as part of your assessment. Use the lectures and the essay “The Trail of Tears” to write a complete answer.