



U.S. History Midterm Study Guide

How to Use This Guide

1. There are review and summary sections for Modules 1 and 2. Select the Review button or go to page 2.
2. There is an Activities and Exercises section for you to test your knowledge. If you feel confident with the material in Modules 1 and 2, you can skip ahead to this section. Select the Activities and Exercises button or go to page 8.

If you need extra support, we're here for you. Don't forget to reach out to your Student Experience Specialist. They can assist with study strategies and help keep you on the right track.



Review



Activities and Exercises

Introduction

The U.S. History midterm covers over 200 years of history — from the late 1600s to the American Civil War (1861 to 1865). That is a lot of history. What should you know about this period of U.S. history? What will you be tested on? Those are both good questions. Let's start with the first question: What should you know about this period of U.S. history?

You should know enough about U.S. history to meet the first three course competencies. A competency is simply a bit of knowledge you should possess, a skill you have gained, or a behavior you acquired.

For the first half of the U.S. History course, you should have acquired the knowledge to:

1. Identify the social, political, and economic organization of the British colonies.
2. Identify the major causes and outcomes of the American Revolution.
3. Identify slavery and territorial expansion as causes of the Civil War.

Learning Objective Breakdown

These are big pieces. Let's break them down into learning objectives (LOs). An LO is a more focused, smaller piece of knowledge.

The LOs for the first half of the U.S. History course are as follows:

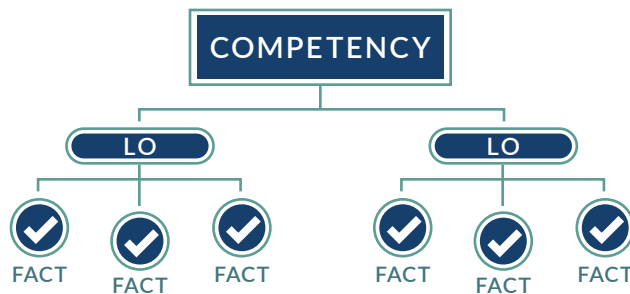
Module 1 Learning Objective

1. Identify how the colonies relied on slavery.
2. Recognize how race, gender, and religion affected the colonists.
3. Identify the source of the colonists' sense of independence and desire for revolution.

Module 2 Learning Objective

1. Contrast the social and economic differences between the North and South.
2. Recognize the tension between slavery and the expanding nation.
3. Identify the causes of the Civil War.

These are more manageable. To meet these objectives, you need to know some facts. Who did what? When did they do it? Why did they do it? Facts help you meet the learning objectives, and by meeting the learning objectives, you achieve the competencies.



But which facts?

Remember: The following terms are essential to learning this period of U.S. history. It is important that you commit them to memory. Writing them down with their definitions or descriptions can be very helpful.

They are all important, but maybe some more than others. For an overview of the first half of the course, let's look at the key terms from the first two modules—as well as summaries. Then, we can focus on meeting the LOs.

Key terms and module summaries

Module 1 Learning Objectives:

- 1 Identify how the colonies relied on slavery.
- 2 Recognize how race, gender, and religion affected the colonists.
- 3 Identify the source of the colonists' sense of independence and desire for revolution.

Unit 1

Consumer Revolution	George Whitefield
Commodity money	Increase Mather
Barbados	Seven Years' War
Quakers	Pontiac's War
Provincial/Proprietary /Charter colonies	Royal Proclamation of 1763
Coverture	
Great Awakening	

Unit 2

John Locke	Boston Massacre
James Otis	Tea Act
King George III	Boston Tea Party
Sugar Act	Coercive Acts/Intolerable Acts
Stamp Act	Lexington and Concord
Declaration of Rights and Grievances	Battle of Saratoga
Townsend Acts	Declaration of Independence
Sons of Liberty	Articles of Confederation

Unit 3

Shays' Rebellion
Virginia Plan
New Jersey Plan
Great Compromise
Ratification
Anti-Federalists

Module 1 Summary:

As time passed, the English settlers of the 1600s transformed from colonists to Americans. The consumer revolution improved the standard of living for many. Trade with Great Britain and other colonies gave the American colonists a role in global trade. But slavery was a big part of that trade and the economy. The colonists viewed themselves as English. They felt they were due the rights of the English. The British government largely left them alone. The Seven Years' War changed that. King George III and his government tightened regulations because they needed money to pay for the war.

The Stamp Act created a new tax. Then came the Sugar Act and the Townsend Acts, followed by the Tea Act and finally, the Coercive Acts (also known as the Intolerable Acts). The colonists did not like this. They felt their rights were being infringed upon. And they rebelled. Men and women participated in this rebellion, while Black Americans sought to win their freedom by joining the side that would grant them their freedom.

With help from Holland, Spain, and France, the Americans won. This victory led to a new form of government—one with increased participation from the people. It also led to greater tolerance of religion while supporting population growth. However, this participation was limited to property-owning White men. And this growth came at the expense of indigenous people and enslaved Black Americans.

Greater economic growth led to the need for slave labor for cash crops in the South. Out of the Revolution came first the Articles of Confederation, which provided for a weak central government. Then came the Constitution, which provided for a strong central government. This led to conflicting ideas on the role of government. Some feared a strong central government would infringe upon the rights of individuals. Political parties were born. Regional differences became more pronounced. These differences would have to be addressed.

Key terms and module summaries

Module 2 Learning Objectives:

- ① Contrast the social and economic differences between the North and South.
- ② Recognize the tension between slavery and the expanding nation.
- ③ Identify the causes of the Civil War.

Unit 1

Gabriel's Rebellion
Haitian Revolution
Polygenesis
Republican Motherhood

Unit 2

Jacksonian Democracy
The Whig Party
Manifest Destiny
Trail of Tears
Jim Crow

Unit 3

Louisiana Purchase	Know-Nothings
Missouri Compromise	Republican Party
Free Soil Party	Dred Scott
Compromise of 1850	John Brown
Fugitive Slave Act	Declaration of the Immediate Causes
Uncle Tom's Cabin	

Unit 4

Alexander Stephens	Gettysburg
Fort Sumter	Enrollment Act
Anaconda Plan	NYC Draft Riots
Border States	Hard war
First Confiscation Act	March to the Sea
Battle of Antietam	Thirteenth Amendment
Emancipation Proclamation	

Module 2 Summary:

The young United States suffered growing pains, particularly on the issue of race. On one hand, the country was guided by enlightenment ideas of equality and a government that served the people. On the other hand, slavery was common, especially in the South. How to hold both ideas at once? How to account for a new world order for White men while keeping Black people as slaves? Particularly after Gabriel's Rebellion and the Haitian Revolution, where enslaved people demonstrated they would fight for their freedom and had the wherewithal to do so. And what to do with the Native Americans whose land American's wanted?

Likewise, the Constitution was a new form of government. It enfranchised a lot of people—again, White men. How could the United States build a democracy that empowered more people but ensured the people wouldn't destroy the new government? What of the relationship between the states and the federal government? Would the federal government be seen as a tyrant that dominated the states, especially after Shays' Rebellion, which pitted locals against the federal government? What about women? How did these Enlightenment principles apply to women? Would women be liberated and empowered, or would they still be subservient to men? Lastly, how to handle immigrants? Would all be welcome, or only some, depending upon their ethnicity and religion? All these issues increased the tension between free and slave states—as well as between the federal government and the state governments—particularly as the country expanded westward and new territories were added.

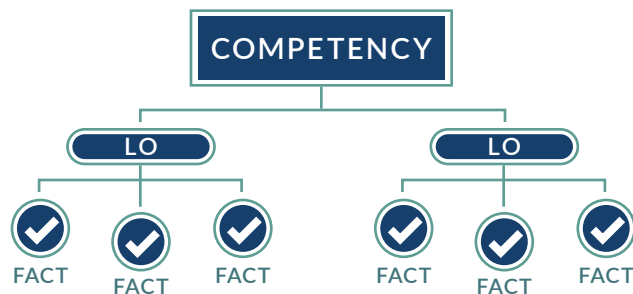
Every addition upset the delicate balance that had been tentatively achieved. Eventually, these tensions led to the Civil War. Women and Black Americans played roles in the war. Women supported both sides, while Black Americans tried to leverage the war to gain their freedom. The South lost the war, but the sectional issues remained. While the Thirteenth Amendment outlawed slavery, many in the South refused to see Black Americans as full citizens. The social and economic differences between the North and the South persisted. And while slavery was outlawed, the ills of slavery lived on.

Exercises

Given these key terms and summaries, we now need to find facts to help us meet the LOs. The following exercises will help.

This is the answer to the second question:

What will you be tested on?



Exercise 1:

The next few pages have the course competencies covered by the midterm. They are supported by LOs. To meet the LOs, you'll need facts from the course. We have created some categories of questions to help you organize your facts. For each question, try to come up with five facts. Use a separate piece of notebook paper if needed. Using these facts, you can respond thoughtfully to each LO and back it up with evidence.

You can find these facts throughout the course and in:

1. Your notes
2. Flash cards
3. Knowledge Checks

Competency 1:

Identify the social, political, and economic organization of the British colonies.

Learning Objective:

Identify how the colonies relied on slavery.

The economy: What do you know about what colonists made, bought, and sold? How did they make it? How did they buy and sell it? What was the role of global trade?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Politics: What types of political organizations were there? Who defined these organizations?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Slavery: Much of the economy and the organization of the colonies themselves were based on slavery. Where was slavery most prevalent? Least prevalent?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Competency 1 continued:

Identify the social, political, and economic organization of the British colonies.

Learning Objective:

Recognize how race, gender, and religion affected the colonists.

Religion: How did religion affect the colonists' thinking? Where did it lead to clashes?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Race/Gender: How did race affect a person's freedom and ability to earn a livelihood? What limitations were put on a person because of their gender?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Competency 2:

Identify the major causes and outcomes of the American Revolution.

Learning Objective:

Identify the source of the colonists' sense of independence and desire for revolution.

Image: How did the colonists view themselves? How did the British view the colonists?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Changes: What changed to upset the balance between Great Britain and the colonies? What steps did the British take to tighten their control over the colonies?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Reaction: How did the colonists respond to these changes?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Competency 2 continued:

Identify the major causes and outcomes of the American Revolution.

Learning Objective:

Identify the source of the colonists' sense of independence and desire for revolution.

Rebellion: What incidents pushed the colonists to rebel? How did the colonists organize themselves for rebellion, both before and after open rebellion?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

War and Diplomacy: How did the war unfold? What foreign powers played a role?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Outcomes: What did the newly independent states do when they were free? What obstacles did they encounter? How did they propose to overcome those obstacles?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Competency 3:

Identify slavery and territorial expansion as causes of the Civil War.

Learning Objective:

Contrast the social and economic differences between the North and South.

Society: How did society differ between the North and South?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Economy: What types of economies did the two regions have?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Slavery: How did slavery evolve in these two different environments?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Competency 3 continued:

Identify slavery and territorial expansion as causes of the Civil War.

Learning Objective:

Recognize the tension between slavery and the expanding nation.

Growth: As the nation grew geographically, what impact did that have on Americans?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Slavery: What impact did growth have on slavery? And slavery on growth?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Competency 3 continued:

Identify slavery and territorial expansion as causes of the Civil War.

Learning Objective:

Identify the causes of the Civil War.

Government: How did the federal government change over time after the revolution? What groups played a larger role over time? Which groups played a lesser role over time?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Growth: How did the growth of the country impact different groups? How did it affect slavery, and in turn, how did that impact relationships between the states?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Civil War: What events led to the Civil War? How did the war play out?

Fact 1:

Fact 2:

Fact 3:

Fact 4:

Fact 5:

Exercise 2

Based on these facts, write a five- to seven-sentence response to each LO on a separate piece of paper

Learning Objective:

Identify how the colonies relied on slavery.

Learning Objective:

Recognize how race, gender, and religion affected the colonists.

Learning Objective:

Identify the source of the colonists' sense of independence and desire for revolution.

Exercise 2 continued

Based on these facts, write a five- to seven-sentence response to each LO on a separate piece of paper

Learning Objective:

Contrast the social and economic differences between the North and South.

Learning Objective:

Recognize the tension between slavery and the expanding nation.

Learning Objective:

Identify the causes of the Civil War.

Exercise 3

Use your responses from exercise 2 to write a short paragraph addressing each of the course competencies on a separate piece of paper

Competency 1:

Identify the social, political, and economic organization of the British colonies.

Competency 2:

Identify the major causes and outcomes of the American Revolution.

Exercise 3 continued

Use your responses from exercise 2 to write a short paragraph addressing each of the course competencies on a separate piece of paper

Competency 3:

Identify slavery and territorial expansion as causes of the Civil War.

Competency 4:

Recognize the changing nature of freedom in the late 19th and early 20th centuries.

Exercise 4

Lastly, take a few minutes to reflect on the content and the overall lessons and themes that history teaches. Answer each of the following:

Colonial Society: What caused the Consumer Revolution? How did it change American life?

The American Revolution: In what ways did the Revolutionary War disrupt life for the people living in North America?

A New Nation: What role did compromise play in the creation of the United States?

The Early Republic: How did attitudes about race, class, and gender influence the United States after the American Revolution?

Democracy In America: What issues motivated new political parties?

The Sectional Crisis: What was more significant, the Dred Scott decision or the Kansas-Nebraska Act?

The Civil War: How did life change for Black Americans after the Civil War?