*U.S. History (Grade 11) Instructor: Ms. Hynes*

**Study Guide:**

**Final – Semester 1**

Teacher’s Message: *Hello everyone! Congratulations on all of your hard work, success and gains whether large or small this semester. I understand that it’s been challenging, and a well-deserved holiday break is almost here*. ☺

*What follows is a guide of the major themes, topics and terms that will be covered on the upcoming final, as well as a description of the exam structure and the skills that you will be required to demonstrate. Please don’t hesitate to come see me with any questions.*

*-Ms. Hynes*

**Topics, Themes and Terms**

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| **Topics** | **Themes** | **Key Vocabulary** |
| Reconstruction | * Civil rights advancement * Efforts towards racial equality * Backlash | * Freedmen’s Bureau * Radical republicans * 14th and 15th Amendments * Andrew Johnson * Hiram Revels * Ku Klux Klan * Sharecropping |
| Western Frontier | * Cultural clash * Desire to clear the Plains to develop cattle industry * Assimilation * Build-up of Railroads * White settlement of the Great Plains | * Assimilation * Battle of Wounded Knee * Dawes Act * Sitting Bull * Homestead Act (1862) |
| Immigration | * Growing diversity * Immigrants: European, East Asian, Caribbean, Mexican | * Ellis Island * Angel Island * Melting pot * Nativism * Chinese Exclusion Act * Gentlemen’s Agreement |
| Urbanization | * Rapid urbanization and resulting problems * Mass migration from country to city | * Tenement * Mass transit * Social Gospel Movement * Settlement House * Jane Addams * Americanization movement |
| Politics in the Gilded Age | * Political corruption at local and national levels * Calls for reform | * Political machine * Graft * Patronage * Civil Service * Boss Tweed * Rutherford B. Hayes * James A. Garfield * Chester A. Arthur * Pendleton Civil Service Act |
| Science and Urban Life | * Advances in Science/Technology * Modern solutions for urban problems | * Skyscrapers * Electric transit * Urban planning * Printing * Photography * Aviation * Louis Sullivan * Daniel Burnham * Frederick Law Olmsted * Orville and Wilbur Wright * George Eastman |
| Expanding Public Education | * Education reforms * Promotion of Public Education * Growth of high schools * Education of immigrants and African Americans * Rise in national literacy | * Tuskegee Normal and Industrial Institute * Booker T. Washington * W.E.B. Du Bois * Niagara Movement |
| Segregation and Discrimination | * African American rights * Mexican workers in the West * Chinese exclusion and segregation | * Poll tax * Grandfather clause * Jim Crow Laws/Segregation * Plessy V. Ferguson * Lynching * Debt Peonage * Chinese Exclusion Act * Ida B. Wells |
| The Progressive Era | * Broad political, economic and social reforms * Efforts to improve overall quality of life and ensure equal justice and access * Suffrage * Civil Rights | * Muckraker * Prohibition * Initiative, Referendum, Recall * 17th Amendment * NACW * NAWSA * 3-Part Suffrage Strategy * Square Deal * NAACP * Nineteenth Amendment * Florence Kelley * Robert M. La Follette * Susan B. Anthony * Carrie Chapman Catt * Theodore Roosevelt |
| Imperialism | * Global competition * Military development * Opening of foreign markets * Sense of cultural superiority * Expansionism * Forging of modern American Foreign Policy | * Imperialism * Jingoism * Yellow Journalism * Annexation * Open Door Policy * Teller Amendment * Platt Amendment * Roosevelt Corollary to the Monroe Doctrine * Boxer Rebellion * Foraker Act * Panama Canal * Big Stick Diplomacy * Dollar Diplomacy * Missionary/Moral Diplomacy * T. Roosevelt * William Howard Taft * Queen Liliuokalani * Woodrow Wilson * William Randolph Hearst * Joseph Pulitzer * Emilio Aguinaldo |

**Exam Structure**

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| **Multiple Choice:** Choose the most correct answer. | **Short Answer:** Write 2-4 COMPLETE sentences each for your answer. | **DBQ Essay:** Write a 5-paragraph essay. Your thesis will answer the prompt/question provided on the exam, and you will support your argument with evidence from the primary documents provided to you. |

**Skills Required**

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| Writing Skills | Reading Skills | Analytical Skills |
| * Addressing questions directly in complete sentences * Paragraphing * Constructing a 5-paragraph essay featuring a thesis, body paragraphs and conclusion | * Ability to interpret text and visual documents * Ability to identify main ideas and details in a text * Ability to organize and synthesize information from a text | * Ability to apply document-based evidence to support an argument * Ability to identify and explain cause and effect * Ability to recognize a document’s purpose and audience * Ability to identify and interpret bias in text and visual documents |