

HI 254 – MODERN AMERICAN HISTORY

Sections 2 and 3

Mid-term Examination Study Guide

Identifications (“IDs”) (On the exam, you must complete 3 IDs out of 8 choices)

A good ID will do the following (a great one will do these things with great skill and care)

- ✓ ¶ 1: **Contextualize the item**. Discuss the what (basic definition), where, who, and when relating to the item. Where appropriate, connect the item horizontally (to other events, trends, movements, or ideologies) and vertically (to prior events, trends, movements, or ideologies).
- ✓ ¶ 2: **Analyze the item’s significance**. This is the SO WHAT? portion of the answer. As you think about how and why the item is significant, consider the points of view of various groups. Also, think about the item’s short-term, mid-term, and/or long-term impacts. You might also consider discussing how the person, event, movement, group, idea, legislation has been remembered over time (if appropriate).

1. Dawes Act
2. Woodrow Wilson’s Fourteen Points
3. Fourteenth Amendment
4. Emilio Aguinaldo
5. *Plessy v. Ferguson*
6. People’s/Populist Party
7. Conservation Movement (early twentieth century)
8. Social Darwinism
9. Presidential Election of 1912
10. W.E.B. Du Bois
11. Chinese Exclusion Act
12. Espionage Act

Essay Question (On the exam, you must complete 1 essay out of 5 choices)

A good essay will do the following (A great essay will do these things with great skill and care)

- ✓ State a historical argument/claim
- ✓ Support your argument with evidence from the sources we experienced together
- ✓ Trace change over time
- ✓ Use periodization to organize the narrative
- ✓ Contextualize the narrative (who, what, where, when)
- ✓ Include multiple perspectives
- ✓ Discuss multiple levels, if possible (e.g. – from high politics to grassroots activism)
- ✓ Do not give your opinion (Avoid saying “I think . . .”)

1. Trace and analyze the history (histories) of *African American freedom movements* in the United States from 1865 to 1932.
2. Trace and analyze the history (histories) of *women's rights movements* in the United States from 1865 to 1932.
3. Trace and analyze the dynamism (degree of change) of *American federalism* from 1865 to 1932.
4. Analyze the relative *health of American democracy* from 1865 to 1932.
5. Respond analytically to the oft-repeated phrase – “*America is a nation of immigrants*” – focusing on the period 1865 to 1932.
6. Using multiple examples of “historical myths” pertaining to events, people or ideas in American history from 1865 to 1932, *distinguish history from collective memory*.

NOTE: The evidentiary base for answering the IDs and essay is as follows:

1. *Give Me Liberty*
2. *Voices of Freedom* primary sources
3. Notes from in-class discussion
4. FQ responses
5. Instructor Power Points (on Moodle)
6. Tetrault and Nash readings

There is no need to go beyond the information contained in these sources.