

Part 1: The Anchor Facts of American History

A. Write a brief description of the key event occurring at the date indicated, and explain why it is important in *American history*.

1. 1861-65 AD

The American civil war between the North and South leads to the abolition of slavery, which is why modern-day America is free of slavery. **(3 pts; 1 pt for event; 1 pt for significance; 1 pt for grammar and spelling)**

2. 1607 / 1620 AD

Jamestown and Plymouth settled as the first English colonies in North America. Without successful English colonization, there simply would be no Englishmen in America to declare independence from Britain, i.e. no United States of America. **(3 pts; 1 pt for event; 1 pt for significance; 1 pt for grammar and spelling)**

3. 1555 AD

The Peace of Augsburg brings the religious Schmalkaldic War between Lutherans and Catholics to an end, allowing rulers to choose the religion within their domain (“*cuius regio, eius religio*”). This matters in American history because only when people escaping religious persecution in Europe came to America did progress in toleration begin, leading eventually the creation of religious freedom in America.

(3 pts; 1 pt for event; 1 pt for significance; 1 pt for grammar and spelling)

4. c.3000 BC

Menes Narmer unifies ancient Egypt, becoming its monarch (ruler). This event symbolizes the uncontested prevalence of monarchy throughout the world for the entire first half of history, and most of it since, helping us to understand the importance of America.

(3 pts: 1 for Menes/Narmer unifying/ruling, 1 for Egypt, 1 for prevalence of monarchy)

5. 1517 AD

Martin Luther issued his 95 Theses in rebellion against the Pope. This launched the Reformation. The religious conflicts spawned by the Reformation gave rise to special challenges in English colonization, and the rise of tolerationism and freedom in America. **(3 pts; 1 pt for event; 1 pt for significance; 1 pt for grammar and spelling)**

6. 1648 AD

The Thirty Years’ War is brought to an end by the Peace of Westphalia. Calvinism is now included in the “*cuius regio, eius religion formula*.” This is important in *American* history, because the long religious wars leading to this point were very instructive to the Founding Fathers concerning the need for religious freedom.

(3 pts; 1 pt for event; 1 pt for significance; 1 pt for grammar and spelling)

Total Points for this page: 18 points

Part 2: Slavery and the Decline of the Union

7. By what means might slavery have been abolished in the Constitution of the United States before the Civil War? Why was this not possible?

In order to abolish slavery in the United States, the Constitution needed to be changed. This required a constitutional amendment. To make such a change required the agreement of at least 2/3 of the states because this was the “supermajority” needed to change the constitution. This was not possible because there were almost always an equal number of free states and slave states. (2 pts for explaining constitutional amendment process; 1 pt for impossibility, and 1 pt for spelling and grammar.)

8. What was "abolitionism"? Who are two famous abolitionists and what did they do?

Abolitionism was the view that slavery is *morally wrong*. Famous abolitionists include William Lloyd Garrison who created a newspaper called *Liberator*, and the freed slave Frederick Douglass who taught himself to read and became a symbol of human nobility. (1 pt for abolitionism, 2 pts for 2 abolitionists and their deeds, which could include instead Abraham Lincoln, Harriet Tubman or others that students personally know, and 1 pt for spelling and grammar.)

9. What are the two key components of the Compromise of 1850 involving the admission of California into the Union?

The addition of California to the Union required a compromise because it was in the southern half of the United States, but it joined as a free state, thus upsetting the slave states. The Compromise of 1850 said that the people who populated new territories could choose whether or not they wanted slavery, which was called “popular sovereignty,” and created a fugitive slave law that forced northerners to help capture escaped slaves. (1 pt for California as a free state, 1 pt for popular sovereignty, and 1 pt for spelling and grammar.)

10. What did the Supreme Court rule in the Dred Scott Case? How did it this relate to the Missouri Compromise of 1820?

The Supreme Court ruled that Dred Scott, who claimed his freedom by having lived in the North and in territories where slavery was not allowed, was not in fact free. The court said that he had no rights. Thus it completely nullified the Missouri Compromise, which had held that slavery was illegal in the northern territories. (1 pt for the case, 1 pt for relation to Missouri Compromise, and 1 pt for spelling and grammar.)

Total Points for this page: 14 points

Part 3: Civil War and Reconstruction

11. What were Abraham Lincoln's views on the legality and constitutionality of slavery? In light of these views, why did his election trigger the secession of the South?

Abraham Lincoln's view on the legality of slavery was that it was constitutionally protected, and therefore it could not be abolished without a constitutional amendment. Despite this seemingly moderate view, Lincoln's election triggered the secession of the South because he was personally an abolitionist, which means he was critical of the *morality* of slavery. Given the long struggle in the country over this issue, having an abolitionist as a president would lead to the Civil War. (1 pt for Lincoln's view of constitutionality; 1 pt for secession despite this view, and 1 pt for spelling and grammar.)

12. How does the Emancipation Proclamation reflect Lincoln's views on slavery as a person, and as a *president*?

The Emancipation Proclamation very specifically reflected Lincoln's views on slavery. First, it reflected his view that slavery was morally wrong. He would not have abolished otherwise. Second, however, he only abolished it in territories exactly in rebellion at the moment of the proclamation, because he held that he had no authority as president to do more than that. In other words, it was consistent with his constitutional views as well. (1 pt for link to Lincoln's view of morality of slavery, 1 pt for link to Lincoln's view of constitutionality; and 1 pt for spelling and grammar.)

13. What did the Thirteenth Amendment to the Constitution of the United States say? How many more amendments were there as a part of Reconstruction, and what did they say?

The Thirteenth Amendment said that slavery was no longer allowed anywhere in the United States. There were two other Reconstruction amendments deemed necessary to protect the rights of freed slaves. The Fourteenth Amendment said that former slaves were now citizens. The Fifteenth Amendment added that all citizens has the right to vote and would be protected by the federal government so that they could vote. (1 pt for explaining the need to protect rights; 1 pt for citizenship; 1 pt for voting rights, and 1 pt for spelling and grammar.)

Total Points for this page: 10 points

Part 4: The Industrial Revolution

14. What do the *American* Revolution and the *Industrial* Revolution have in common that makes them both revolutions?

The American Revolution brought about a new form of government (a republic) very quickly. The Industrial Revolution is a rapid transformation in the kinds of work people do in order to produce the values needed to survive. They are both revolutions because they involve important change that occurs rapidly. (2 pts for explaining the *two* common denominators, and 1 pt for spelling and grammar.)

15. Explain the connection by means of examples between means of *communication* and three different cardinal values ones needs to survive.

(Answers to this question will vary, but students should demonstrate a connection between the use of the telephone, cellphones, television, the Internet, or some other means of communication and one of the five cardinal survival values—food, water, shelter, clothing, or medicine. Examples should fit the following pattern: the use of 911 to get emergency medical aid; or the use of the weather channel to know to pack up and seek shelter away from an approaching hurricane; 2 pts, and 1 pt for spelling and grammar.)

16. Explain the role of *two* of the mechanical inventions that revolutionized the production of clothing during the textile revolution.

(Answers to this question will vary, but students should demonstrate a connection between certain mechanical inventions, such as the Spinning Jenny, the Power Loom, the Steam Engine or others available to choose from, such as the Cotton Gin, and the ability to make clothing with vastly greater productivity; 2 pts for two choices, and 1 pt for spelling and grammar.)

Total Points for this page: 9 points

Part 5: Bonus Questions

17. What Union general besieged Atlanta and conducted the “March to the Sea”?

William Tecumseh Sherman / German Sherman (0.5 bonus pts)

18. What state was added to the Union at the same time as Missouri?

Maine (0.5 bonus pts)

19. In what war was the Battle of the Alamo fought?

Texas Revolution / War for Texas independence (0.5 bonus pts)

20. What is the name of the code used on a telegraph?

Morse Code (0.5 bonus pts)

21. In the making of clothing, what is the name of the activity that produces thread?

spinning (0.5 bonus pts)

Total points on test: 51 pts

Total bonus points available: 2.5 pts

Note: This grading key includes a suggested scoring schema that includes spelling and grammar. It may not be suitable for scoring the work of all students.