

Review for American History Final Exam

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- _____ 1. What was a territory called when an imperial power allowed local rulers to stay in control and protected them against invasion?
 - a. a colony
 - b. a protectorate
 - c. an unincorporated territory
 - d. a state
- _____ 2. When a trade treaty that exempted Hawaiian sugar from tariffs came up for renewal, the Senate insisted that the Hawaiians grant the United States rights to
 - a. establish missions.
 - b. govern the islands.
 - c. increase tourism.
 - d. a naval base.
- _____ 3. In the 1880s, American opinion began to shift and more people wanted to make the United States
 - a. a world power.
 - b. more isolated.
 - c. a protectorate.
 - d. part of Pan-America.
- _____ 4. When Americans began looking overseas for new markets in the 1800s, they naturally tended to look
 - a. eastward.
 - b. to Spain.
 - c. westward.
 - d. to England.
- _____ 5. The Commercial Bureau of the American Republics was an organization that worked to promote cooperation among the nations of the Western Hemisphere and is today called the
 - a. Organization of American States.
 - b. Pan-American Union.
 - c. Western United Nations.
 - d. American Republics Organization.
- _____ 6. Shortly after midnight on May 1, 1898, Commodore George Dewey led his squadron into Manila Bay in
 - a. Cuba.
 - b. Hawaii.
 - c. the Philippines.
 - d. Spain.
- _____ 7. When the explosion of the *Maine* happened, many Americans blamed it on
 - a. Cuba.
 - b. the Foraker Act.
 - c. the Philippines.
 - d. Spain.
- _____ 8. Under the Treaty of Paris, Cuba became an independent country, the United States agreed to pay Spain \$20 million for the Philippines, and the United States acquired Puerto Rico and
 - a. Guam.
 - b. Hawaii.
 - c. the Bahamas.
 - d. Mexico.
- _____ 9. After much resistance, on April 11, 1898, President McKinley finally asked Congress to authorize the use of force to end the conflict in
 - a. Panama.
 - b. Cuba.
 - c. Colombia.
 - d. British Hong Kong.
- _____ 10. Until 1886, about one-third of the Cuban population was
 - a. from the United States.
 - b. enslaved.
 - c. from England.
 - d. part of the Spanish military.
- _____ 11. A group in China besieged foreign embassies in Beijing and killed more than 200 foreigners in what came to be known as the
 - a. Boxer Rebellion.
 - b. China War.

American History 1 Final Exam

William Harrison Mace



American History 1 Final Exam:

Latin American History I Russell S. Spindler,1962 *United States Air Force Academy* United States Air Force Academy,1974 *Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy* United States Air Force Academy,2004 **Annual Catalogue** United States Air Force Academy,1985 **Annual Catalog - United States Air Force Academy** United States Air Force Academy,1971 **English Learners Left Behind** Kate Menken,2008-01-01 This book explores how high stakes tests mandated by No Child Left Behind have become de facto language policy in U S schools detailing how testing has shaped curriculum and instruction and the myriad ways that tests are now a defining force in the daily lives of English Language Learners and the educators who serve them Teaching American History in a Global Context Carl J. Guarneri,Jim Davis,2015-07-17 This comprehensive resource is an invaluable teaching aid for adding a global dimension to students understanding of American history It includes a wide range of materials from scholarly articles and reports to original syllabi and ready to use lesson plans to guide teachers in enlarging the frame of introductory American history courses to an international view The contributors include well known American history scholars as well as gifted classroom teachers and the book s emphasis on immigration race and gender points to ways for teachers to integrate international and multicultural education America in the World and the World in America in their courses The book also includes a Views from Abroad section that examines problems and strategies for teaching American history to foreign audiences or recent immigrants A comprehensive annotated guide directs teachers to additional print and online resources *Wisconsin Journal of Education* ,1897 Book 1-3 Link Zulu,2022-07-06 Parts 1 3 illustrate my childhood adventures habits pastimes family structure hilarious moments relatives antics and stable home environment within western Pennsylvania I also outline my diverse college experience at Penn State University For you younger folks that might be compelling since you can see read how I accomplished my goals that might mirror your own On the other hand you might want to follow my advice on what NOT to do if you walk in my shoes Parts 4 7 in my second compilation reflect my career progress advancement promotions and all my ventures across the USA from Michigan Pennsylvania Ohio to Georgia Florida then retreating back up North again before bravely migrating down South again in northern Virginia then Texas Millennials and middle aged adults may find these texts more appealing Having said that if you are spiritual or follow GOD then part 7 is absolutely critical for your soul s progress It describes my three year ministry similar to Jesus as well as my own insights wisdom facts fictions illusions and horrors gleamed from my forty years of experience as well as my conversations with GOD 1 **A Working Manual of American History for Teachers and Students** William Harrison Mace,1895

American History 1 Final Exam Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**American History 1 Final Exam**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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