

Evaluation

name _____

Final Test – U.S. History Pre AP 2007-08

per. ____ date _____

Your final test is detailed below. Apply what you have learned throughout the year. Research. Think. Express yourself thoroughly and carefully.

Your final test is due **Friday, June 6**. We will be in the computer lab **May 28-June 12**. *You are required to include any prewriting and rough drafts with your final copy.*

As you present your answers, informally cite your sources. If you are citing ideas from the *American Nation*, write *AN* and the page number in parenthesis after the idea. If you cite some other written source, list the source name and page numbers. If you cite a web site, list the site address at the end of the paragraph. If you prefer, you may use a footnote notation for sources other than the text. **Be sure to read the test hints on the next page.**

Part I - Principle and Practical

Define **principle** and **practical**. Give **four** examples from our study of history to illustrate each term. The examples should come from the following four eras:

- Colonial America
- United States of America in 1700's
- United States of America in 1800's
- Contemporary America

When completed with this part, therefore, you will have a total of **four** examples, *with one example from each era.*

Part II - "Might Makes Right"

One of our themes of history discussed throughout the year has been "**Might Makes Right.**" Explain how this theme appears in our history. Give **four** examples from our study of history to illustrate this theme. The examples should come from the following four eras:

- Colonial America
- United States of America in 1700's
- United States of America in 1800's
- Contemporary America

When completed with this part, therefore, you will have a total of **four** examples, *with one example from each era.*

Part III - "Show Me the Money"

One of our themes of history discussed throughout the year has been "**Show Me the Money.**" Explain how this theme appears in our history. Give **four** examples from our study of history to illustrate this theme. The examples should come from the following four eras:

- Colonial America
- United States of America in 1700's
- United States of America in 1800's
- Contemporary America

When completed with this part, therefore, you will have a total of **four** examples, *with one example from each era.*

Test Hints

Format: Choose a format that will allow you the best opportunity for **excellence**.

Use this test to demonstrate the skills we have developed throughout the year.

For instance, if you were to use the Stamp Act as an example, you need to briefly identify the **relevant historical background** of the Stamp Act. Here is a sample of what a student should do:

In 1765 the British Parliament passed the Stamp Act to help pay off debts incurred from the French and Indian War. A common tax in England, the Stamp Act put a tax on legal documents and other items throughout the English colonies. This was the first time, though, that Parliament required the colonies to pay such a tax. (AN, 158)

You have set the stage for the reader by briefly presenting the relevant historical background of the Stamp Act. At this point, you can make whatever point needs to be made regarding the Stamp Act, perhaps something about the principle of no taxation without representation.

Here is an example of how the Stamp Act could be used to explain **principle** and **practical** from Colonial America.

Colonists were upset with the **principle** of no taxation without representation. As English citizens, colonists expected to have representation in any government body that levied taxes. This belief dated back to the *Magna Carta* in 1215, when the British king agreed to not raise new taxes without first consulting the Grand Council made up of nobles and church leaders. (AN, 92) The *English Bill of Rights* in 1689 formalized this concept by requiring a ruler to raise taxes only with the approval of Parliament. (AN, 114) Since colonists had no representation in Parliament, they did not recognize the right of the British Parliament to tax them. Colonists were only willing to pay taxes passed by their own colonial assemblies. (AN, 158-159). Colonists gathered in New York in October of 1765. Nine colonies sent delegates to what became known as the Stamp Act Congress. The colonists sent petitions to Parliament complaining about the **principle** of no taxation without representation. Naturally, since the colonists had no representation in the English government, Parliament ignored colonial claims of injustice, and so the colonists tried something more **practical** by boycotting British goods. When the colonial boycott cut trade by 14 percent, British merchants pressured Parliament to repeal the Stamp Act. Parliament listened to the British merchants, repealing the Stamp Act in 1766. Colonists learned that the best way to inspire the British to listen to the colonists was not with protests of **principle**, but rather through the **practical** means of cutting the profits made by British merchants.

Once you present the relevant historical background of one of your examples, you do not need to repeat the same background if you use the same piece of history again. For instance, if the Stamp Act appears in Part I and then again in Part II, you only need to provide the relevant historical background of the Stamp Act at its first appearance in Part I.

Important: Since the Stamp Act has been used an example, do **not** use the Stamp Act on your final.