

CHA3U – Grade 11 American History University Preparation

Final Exam Review

The following is only a partial list of significant questions that can be answered in order to summarize and review material covered over the course of the semester. Completed "Who's Who Lists" for each unit coupled with textbook questions and readings should be sufficient material in order to prepare you for your final exam in the course.

Unit #1 – Discovery and Colonial America

- 1) Why did the Europeans want to find a route to the Far East?
- 2) How did Amerindian and European views of land differ? Why did the difference lead to fighting?
- 3) Why did Sir Walter Raleigh help found an English colony in America? Did it succeed? Explain.
- 4) How was mercantilism expected to help the Mother country? The Colonies?
- 5) Why did people take risks sailing to the New World?
- 6) List two ways a joint stock company worked better than individual investors for sponsoring colonies.
- 7) List three problems faced by the first settlers at Jamestown.
- 8) What steps did John Smith take to help Jamestown survive?
- 9) How did Native Americans aid Jamestown? Were relations between them and English always friendly? Explain.
- 10) What was the House of Burgesses? Who elected its members?
- 11) What were the key parts of the economy of the Middle Colonies?
- 12) Who were the Quakers? What were some of their beliefs.
- 13) What was the goal of the Puritans in the New World?
- 14) What were the Salem Witch Trials? Why did they end?

Unit #2 – The Road to Revolution and the American War of Independence

- 15) Define Mercantilism, enumerated commodity, triangular trade.
- 16) In what two ways were colonies an important part of the English mercantilist system?
- 17) What was the main purpose of the Navigation Acts?
- 18) Why did the British establish an Indian Territory by the Proclamation of 1763?
- 19) What did the slogan, "No taxation without representation" mean?
- 20) Why and how did the colonists oppose the Townshend Acts?
- 21) What incident led to war between the French and British in North America?
- 22) Why was the Albany Conference held?
- 23) What two actions did William Pitt take to help turn the tide of war in Britain's favour?
- 24) What territories did Great Britain gain by the Treaty of Paris?
- 25) Why were the Americans and British fighting each other in 1775?
- 26) List the reasons for independence given by the Patriots. List the reasons for reconciliation with Britain given by the Loyalists.

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ML Morrison



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Calendar University of Melbourne,1925 **Research in the History of Economic Thought and Methodology**
Marianne Johnson,2012-08-03 Includes archival documents and essays exploring the inter relationship between the government and the economy This title examines the one sided controversy generated by Rose Wilder Lane and V Orval Watts against a new generation of Keynes influenced textbooks which focused on governmental policy and the scope of government activity *The Teaching of History in Junior and Senior High Schools* Rolla Milton Tryon,1921 International Review of History Education Alaric Dickinson,Peter Gordon,Peter Lee,2013-05-13 The third volume in this international review takes raising standards as its central theme Raising standards is no simple matter either conceptually or empirically whatever politicians might think If it is to happen it must draw on research and practical experience from other countries
Code of Federal Regulations ,1998 **Parliamentary Papers** Great Britain. Parliament. House of Commons,1902
What We Know About Grading Thomas R. Guskey,Susan M. Brookhart,2019-02-04 Grading is one of the most hotly debated topics in education and grading practices themselves are largely based on tradition instinct or personal history or philosophy But to be effective grading policies and practices must be based on trustworthy research evidence Enter this book a review of 100 plus years of grading research that presents the broadest and most comprehensive summary of research on grading and reporting available to date with clear takeaways for learning and teaching Edited by Thomas R Guskey and Susan M Brookhart this indispensable guide features thoughtful thorough dives into the research from a distinguished team of scholars geared to a broad range of stakeholders including teachers school leaders policymakers and researchers Each chapter addresses a different area of grading research and describes how the major findings in that area might be leveraged to improve grading policy and practice Ultimately Guskey and Brookhart identify four themes emerging from the research that can guide these efforts Start with clear learning goals Focus on the feedback function of grades Limit the number of grade categories and Provide multiple grades that reflect product process and progress criteria By distilling the vast body of research evidence into meaningful actionable findings and strategies this book is the jump start all stakeholders need to build a better understanding of what works and where to go from here San Francisco Municipal Reports San Francisco (Calif.),San Francisco (Calif.). Board of Supervisors,1913 *American History - Teacher Guide* James P. Stobaugh,2012-03-01 This convenient teacher s guide is all a parent or teacher needs to easily grade the 10th grade student assignments for American History Observations Assessments from Early Settlement to Today Assignments with answers learning objectives grading criteria and short essay questions are included This course is designed for a student to practice independent learning The guide will assist teachers by offering 34 chapters for 34 weeks of study Chapters include 5 lessons taking approximately 30 minutes each The final lesson of the week is an exam covering the week s instruction Student questions are organized in the back for easy use in testing and review Teachers parents or students can grade assignments

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