

NAME: _____

December 2018

SECTION LEADER: _____

HISTORY / GEOGRAPHY / ENVIRONMENTAL STUDIES 469, SAMPLE FINAL EXAM

I. MATCHING IDENTIFICATION (20 points)

Below is a list of 12 numbered words or phrases, followed by 16 lettered phrases which may or may not be associated with them. Write the letter of the identifying phrase in the blank space in front of the word or phrase connected with it; each letter will be used only once. You are required to do ten, with each answer being worth two points. There is no extra credit for doing more than ten, and all wrong answers count against you...so **don't do more than 10!!!** Choose the single best answer.

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|------------------------------------|---|
| 1. _____ Frederick Weyerhaeuser | 7. _____ Fourteenth Amendment |
| 2. _____ Antietam | 8. _____ Menominee |
| 3. _____ Croton | 9. _____ Brown v Board of Education |
| 4. _____ metes and bounds | 10. _____ Morrill Act |
| 5. _____ 1893 Chicago World's Fair | 11. _____ New York City Commissioners' Plan of 1811 |
| 6. _____ Thomas Jefferson | 12. _____ Clarence King |

- a. victory created political opportunity for Abraham Lincoln's Preliminary Emancipation Proclamation
- b. equal protection and legal due process for all U.S. citizens required of states and federal government alike
- c. eventually purchased Douglas Fir timberland in Pacific Northwest from St. Paul neighbor James J. Hill
- d. inspired neo-classical architectural plans for downtown areas in City Beautiful Movement of early 20th century
- e. ended slavery
- f. rectilinear numbered streets and avenues
- g. land grants to states for agricultural and engineering universities
- h. prophetic visions eventually realized in Interstate Highway system
- i. knowledge gained during 40th Parallel Survey led to unmasking of the Great Diamond Hoax
- j. irregular land survey boundaries typified southern colonies and states
- k. led to first urban water system in the United States
- l. timberland managed so sustainably for so long that forest boundaries are visible today in satellite photos
- m. Louisiana Purchase from Napoleon led to sending of Lewis & Clark Expedition
- n. made it possible for poor settlers to occupy land, improve it, and eventually purchase it with proceeds
- o. first major reservoir and aqueduct system for New York City
- p. a schoolgirl's walk along train tracks in Topeka to reach school bus tested decades of segregation

II. ESSAY QUESTIONS FROM 2016 (80 points)

Write a 60-minute essay in response to the following question. Be sure whenever possible to use detailed evidence drawn not just from lectures, but from the readings and discussion sections as well. Although the questions focus mainly on material since the midterm exam, you're welcome to include examples and evidence from the first half of the course if you'd like to do so. Remember that it's worth spending 5-10 minutes outlining your answer, and please leave your outline in the blue book.

1. As you read through the questions on this final exam, pause for a moment to reflect on a simple but powerful idea: by the time you leave this lecture hall today, you will have completed a course entitled "The Making of the American Landscape." (Congratulations!) What makes this achievement especially cool is that the way you've learned to combine history and geography is something very few other college courses in the United States will teach you...meaning that you are among a relatively small number of the most-qualified people on the planet to speak and write about the making of the American landscape. With that in mind, what exactly *is* "the American landscape"? Use your unique expertise to select 4-6 representative places or landscape elements that seem to you especially important in defining "the" American landscape. (Imagine, for instance, that you've been asked to give a presentation about the making of the American landscape to a group of international students who've never visited the United States before--what 4-6 examples would you choose to talk about?) Explain in your essay why each example symbolizes or illustrates an essential aspect of the American landscape. Consider when, why, and how each example became important, and for each example identify at least one or two features that one might be able to observe on the ground today as evidence of its continuing influence.
2. One of the chief lessons of this course is the way historical-geographical processes that have shaped the American landscape operate on many scales from large to small. Select three processes that you found especially compelling this semester and discuss how they expressed themselves at different scales. Use your examples to make an argument about the importance of being able to link different scales together when thinking landscape history.
3. This course has argued that changing transportation technologies have transformed the North American landscape in myriad ways, influencing (and being influenced by) such disparate phenomena as migration, natural resource use, consumer products, ethnic/racial interactions, federal laws, and many others. Using either 1) railroads or 2) automobiles and highways as your example, discuss how your chosen transportation technology remade the North American landscape. A strong essay will analyze the landscape consequences of the transport technology you select by pointing to specific places, events, demographic groups, biota, and/or material goods it affected.
4. Your high school history teacher has asked you to return to your alma mater to teach a special section of the U.S. History survey course sharing the insights that can be gained by treating the North American landscape as a historical document. Please prepare a lesson plan for the class, selecting 4-6 carefully chosen themes to demonstrate the value of "reading the landscape" as a historical palimpsest that can offer exciting perspectives on American history very different from what students might find in a standard textbook. You should choose wide-ranging themes that address several different aspects of the U.S. history survey, and be sure to provide illustrative examples and details from multiple scales (which can range from the entire continent right down to your home town) to help the material come alive for the students you'll be teaching. What are the main lessons you'd like students to take away from your presentation?