

1 | History 30: Unit 1 Exam Outline

Complete this exam outline in full to prepare for both the written and objective components of the next test. This outline, in addition to all the interactive activities found on the website, will help insure the best possible prospects for success.

1). Glossary

Compile a glossary for the following people, events, terms, etc. for the objective component of your exam.

Madame la Tour:

Charles la Tour:

Charles d'Aulay:

Willard Libby:

Radiocarbon Dating:

Uranium-Lead Dating:

Genetics:

Chinchiuapi Creek:

Western Hemisphere:

Cahokia:

Beni:

Iroquoia:

Huronian:

Samuel de Champlain:

Dekanahwidah:

Shawnadithit:

Donnacona:

Elizabeth I:

Henry IV:

Metis:

Recollets:

Jesuits:

Micmac:

Skraelings:

Christopher Columbus:

John Cabot:

Jacques Cartier:

The Grand Banks:

John Guy:

Etienne Brule:

Pierre du Gua de Monts:

2). Written Questions

Read the two essays *1491* and *Five Nations* found in the Student Zone. Then answer the following questions. Be advised reading web pages 1.0, 1.0.1, and 1.1 would prove useful. These essays form the basis of the short answer questions for the unit end exam.

1). Why did people believe for centuries that North America was just wilderness and virtually empty of people?

2). Archaeological evidence unearthed over the last four decades strongly suggests that there was not just one but multiple migrations to North America. What are three important pieces of evidence which support the multi-migration view?

3). In the first reading, I ask the question: why aren't these new lines of evidence and reasoning making their way in to the classrooms? Place my answer (paragraph) in to your own words below.

4). What are three practical steps teachers and students can both take to avoid either deceiving themselves or being deceived by others.

5). What fundamental, and incorrect, assumption did Holmberg's Mistake lead us to make?

6). Explain how the Five Nations political system was designed to keep their leadership accountable to the people.

7). In what sense was the Iroquoian political system “inclusive” and “democratic”?

8). What economic, religious and technological factors encouraged Europeans to settle North America?

9). What is logical conjecture?

10). Why is logical conjecture useful?

11). Are there any problems with using logical conjecture?

3). Label the Map

Be prepared to label a map similar to this one on the exam.

Locate: Arctic, Subarctic, Northwest Coast, Plateau, California, Great Basin, Plains, Northeast, Southeast, and Southwest.

