



TEACHER'S HANDBOOK

AMERICAN HISTORY 101 & 102

PRE-COLONIAL TO CURRENT

- **Covers 96 Lessons in American History 101 & 102**
- **Answers to all Quiz Questions**
- **Answers to all Final Exam Questions**
- **Answer Key for Easy Final Exam Grading**
- **Certificates of Completion**
- **Gradebook Forms**

Clyde J. Cleveland

Eric B. Randall

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Table of Contents

Introduction to the Teacher's Handbook.....	1
American History 101 Lesson Quiz Answers.....	5
Lesson 1 — America Before Columbus: The First Peoples.....	7
Lesson 2 — An Ocean Crossed: European Exploration and the Age of Discovery.....	8
Lesson 3 — Spain and France in the New World: Conquest, Conversion, and the Fur Trade.....	9
Lesson 4 — England Enters the Race: Jamestown and the Virginia Experiment.....	10
Lesson 5 — Pilgrims, Puritans, and the New England Way.....	11
Lesson 6 — The Middle Colonies: Where America Learned to Be Diverse.....	12
Lesson 7 — The Southern Colonies: Tobacco, Rice, and the Roots of Slavery.....	13
Lesson 8 — Colonial Self-Government: Town Meetings, Assemblies, & the Seeds of Revolution.....	14
Lesson 9 — The French and Indian War: A Continent in the Balance.....	15
Lesson 10 — The Parson's Cause: When a Jury Defied a King.....	16
Lesson 11 — Taxation Without Representation: The Stamp Act Crisis.....	17
Lesson 12 — The Townshend Acts and the Art of Colonial Protest.....	18
Lesson 13 — The Boston Massacre: Propaganda, Truth, and the Power of Narrative.....	19
Lesson 14 — The Boston Tea Party: Liberty, Law, and Civil Disobedience.....	20
Lesson 15 — The First Continental Congress: America Finds Its Voice.....	21
Lesson 16 — Lexington, Concord, and the Shot Heard 'Round the World.....	22
Lesson 17 — Common Sense and the Case for Independence.....	23
Lesson 18 — The Declaration of Independence: America's Founding Creed.....	24
Lesson 19 — The Revolutionary War: How a Colony Defeated an Empire.....	25
Lesson 20 — Valley Forge: Crisis, Endurance, and the Soul of the Revolution.....	26
Lesson 21 — Yorktown and the End of the Revolution.....	27
Lesson 22 — The Articles of Confederation: First Government, First Crisis.....	28
Lesson 23 — The Constitutional Convention: Building a More Perfect Union.....	29
Lesson 24 — Federalists vs. Anti-Federalists: The First Great American Debate.....	30
Lesson 25 — The Bill of Rights: Protecting the People from Their Government.....	31
Lesson 26 — Washington's Presidency: Setting the Precedents.....	32
Lesson 27 — The Whiskey Rebellion: Testing Federal Authority.....	33
Lesson 28 — The Alien and Sedition Acts: The First Test of the First Amendment.....	34
Lesson 29 — The Revolution of 1800: Power Changes Hands Peacefully.....	35
Lesson 30 — Marbury v. Madison: The Supreme Court Finds Its Voice.....	36
Lesson 31 — The Louisiana Purchase: Doubling the Nation.....	37
Lesson 32 — Lewis and Clark and the Corps of Discovery.....	38
Lesson 33 — The War of 1812: National Identity, Maritime Rights, and the Struggle for the Continent.....	39

Lesson 34 — Era of Good Feelings and the Rise of Nationalism.....	40
Lesson 35 — The Missouri Compromise: Slavery, Sectionalism, and the Limits of Compromise.....	41
Lesson 36 — Jacksonian Democracy: Popular Sovereignty, Executive Power, and the Limits of Democracy.....	42
Lesson 37 — The Indian Removal Act and Trail of Tears.....	43
Lesson 38 — The Industrial Revolution in America: Technology, Labor, and the Transformation of American Life.....	44
Lesson 39 — The Abolitionist Movement: Moral Courage, Radical Reform, and the Conscience of a Nation.....	45
Lesson 40 — Women's Rights and the Seneca Falls Convention.....	46
Lesson 41 — Manifest Destiny: Expansion, Empire, and the Question of Who America Is For.....	47
Lesson 42 — The Compromise of 1850: Sectional Crisis and the Limits of Union.....	48
Lesson 43 — Bleeding Kansas and the Collapse of Compromise.....	49
Lesson 44 — John Brown and Harpers Ferry: Radical Action, Moral Conviction, and the Coming Storm.....	50
Lesson 45 — The Election of 1860 and Secession: Constitutional Crisis and the Meaning of Democratic Elections.....	51
Lesson 46 — The Civil War: The First Years, 1861–1862.....	52
Lesson 47 — The Emancipation Proclamation and the War's Turning Point, 1863.....	53
Lesson 48 — The End of the War and Lincoln's Vision for Reconstruction.....	54

American History 101 Final Exam Key.....55

American History 101 Final Exam Questions (Answers Highlighted).....57

American History 101 Certificate of Completion.....75

American History 102 Lesson Quiz Answers.....79

Lesson 50 — Lincoln's Assassination and the Shock to Reconstruction.....	82
Lesson 51 — Andrew Johnson and the Battle Over Presidential Reconstruction.....	83
Lesson 52 — Congress Takes Control: Radical Reconstruction Begins.....	84
Lesson 53 — The 13th Amendment: Ending Slavery in America.....	85
Lesson 54 — The 14th Amendment: Citizenship, Equal Protection, and Due Process.....	86
Lesson 55 — The 15th Amendment: Voting Rights and the Promise of Political Equality.....	87
Lesson 56 — Freedmen, Schools, Churches, and the Struggle to Build New Lives.....	88
Lesson 57 — Resistance to Reconstruction: Black Codes, Violence, and the Rise of the Ku Klux Klan	89
Lesson 58 — Impeachment of Andrew Johnson: A Constitutional Crisis.....	90
Lesson 59 — Ulysses S. Grant and the Enforcement of Reconstruction.....	91
Lesson 60 — The End of Reconstruction and the Compromise of 1877.....	92
Lesson 61 — Why the Constitution Changed After the Civil War.....	93
Lesson 62 — Federal Power vs. States' Rights After Reconstruction.....	94
Lesson 63 — The Supreme Court and the Narrowing of Reconstruction Rights.....	95

Lesson 64 — The Bill of Rights Applied to the States: Incorporation and the 14th Amendment.....	96
Lesson 65 — Civil Rights Cases, Plessy v. Ferguson, and the Rise of "Separate but Equal"	97
Lesson 66 — Voting Rights Under Attack: Poll Taxes, Literacy Tests, and Grandfather Clauses.....	98
Lesson 67 — The Constitution and the Meaning of Equal Protection.....	99
Lesson 68 — The Amendment Process: How Americans Change Their Constitution.....	100
Lesson 69 — Railroads, Steel, Oil, and the Rise of Big Business.....	101
Lesson 70 — Immigration, Urban Growth, and the New American City.....	102
Lesson 71 — Workers, Unions, Strikes, and the Question of Economic Liberty.....	103
Lesson 72 — Farmers, Populists, and the Demand for Reform.....	104
Lesson 73 — The Gilded Age Presidents and the Limits of Federal Government.....	105
Lesson 74 — The American West: Homesteaders, Railroads, and Native Nations.....	106
Lesson 75 — The Closing of the Frontier and the Changing Idea of America.....	107
Lesson 76 — The Progressive Era: Reforming Government and Society.....	108
Lesson 77 — Federal Reserve and Jekyll Island.....	109
Lesson 78 — The 16th Amendment: The Income Tax and the Expanding Federal Government.....	110
Lesson 79 — The 17th Amendment: Direct Election of Senators.....	111
Lesson 80 — The 18th Amendment: Prohibition and the Limits of Moral Reform.....	112
Lesson 81 — The 19th Amendment: Women's Suffrage and the Long Fight for the Vote.....	113
Lesson 82 — Theodore Roosevelt, Woodrow Wilson, and the Modern Presidency.....	114
Lesson 83 — The Spanish-American War and America's Overseas Expansion.....	115
Lesson 84 — World War I: America Enters the Great War.....	116
Lesson 85 — Wilson's Fourteen Points, the League of Nations, and the Treaty Fight.....	117
Lesson 86 — The 1920s: Prosperity, Culture, Conflict, and Constitutional Tensions.....	118
Lesson 87 — The Great Depression and the Crisis of American Confidence.....	119
Lesson 88 — Franklin Roosevelt, the New Deal, and the Growth of Federal Power.....	120
Lesson 89 — World War II: Democracy, Mobilization, and Total War.....	121
Lesson 90 — The Constitution in Wartime: Japanese Internment and Civil Liberties.....	122
Lesson 91 — The Cold War Begins: Containment, Communism, and National Security.....	123
Lesson 92 — Brown v. Board of Education and the Fall of Legal Segregation.....	124
Lesson 93 — The Civil Rights Movement and the Second Reconstruction.....	125
Lesson 94 — The 24th Amendment and the Voting Rights Act: Protecting the Ballot.....	126
Lesson 95 — The Warren Court, Individual Rights, and the Constitution in Modern Life.....	127
Lesson 96 — America Since 1968: Rights, Responsibilities, Division, and the Future of the Republic	128

American History 102 Final Exam Key.....129

American History 102 Final Exam Answers.....131

American History 102 Certificate of Completion.....149

Gradebooks, American History 101 & 102.....153

Introduction to the Teacher's Handbook

This handbook is a companion tool for teachers, homeschool parents, and educational supervisors using the Liberty Tree University American History 101 and 102 courses. It is designed to make grading straightforward, consistent, and as time-efficient as possible — so that the adults guiding students through this material can focus on the learning rather than the paperwork.

What's in This Handbook

The handbook is organized into four sections for each course:

Lesson Quiz Answer Key — For each of the 48 lessons, you will find the five quiz questions followed by a model answer. Model answers are highlighted so they stand out clearly from the questions. For short-answer questions, the model answer describes what a complete response should include; students do not need to match the wording exactly, but should demonstrate understanding of the key concepts. For true/false and multiple-choice questions, the correct answer is identified along with a brief explanation of why it is correct.

Final Exam Quick-Reference Grid — A compact table listing each question number and the correct answer letter for the multiple-choice final exam. Designed for fast side-by-side comparison with a student's answer sheet — no reading required.

Final Exam with Answers Highlighted — The complete final exam reproduced with the correct answer for each question highlighted, for cases where you want to review a specific question with a student or confirm your own reading of the material.

Certificate of Completion — A reproducible certificate for students who successfully complete the course, ready to sign and present.

Grading the Course

There is no single right way to grade this course. Below are several approaches, from the simplest to the most comprehensive, so you can choose the method that fits your teaching context.

Option 1 — Quiz Only (Simplest)

If you prefer a light-touch approach, grade only the lesson quizzes and use the final exam as a learning review rather than a graded assessment.

Each lesson has 5 quiz questions. Score each question on a simple 0–2 scale:

Score	Meaning
2	Complete and accurate answer demonstrating clear understanding
1	Partially correct — key concept present but incomplete or imprecise
0	Incorrect, missing, or demonstrates fundamental misunderstanding

Maximum per lesson: 10 points

Maximum for the course (48 lessons): 480 points

Convert to a percentage by dividing the student's total points by 480 and multiplying by 100.

Option 2 — Final Exam Only (Quickest)

If you prefer a single summative assessment, use only the 48-question multiple-choice final exam.

Each correct answer = 1 point. Maximum score: 48 points.

Score	Percentage	Grade
43–48	90–100%	A
38–42	79–89%	B
34–37	71–79%	C
29–33	60–70%	D
Below 29	Below 60%	F

Option 3 — Combined Score (Recommended)

This is the approach we recommend because it rewards consistent engagement throughout the course — not just performance on a single test day — and gives students who struggle with test-taking a fair opportunity to demonstrate what they have learned.

Quiz score: 70% of final grade

Final exam score: 30% of final grade

Step 1: Calculate the quiz percentage (total quiz points ÷ 480 × 100).

Step 2: Calculate the final exam percentage (correct answers ÷ 48 × 100).

Step 3: Apply the weights:

$$\text{Final Grade} = (\text{Quiz \%} \times 0.70) + (\text{Exam \%} \times 0.30)$$

Example: A student earns 390 out of 480 quiz points (81.25%) and answers 38 out of 48 exam questions correctly (79.2%).

$$(81.25 \times 0.70) + (79.2 \times 0.30) = 56.9 + 23.8 = 80.7\% \text{ — B}$$

Option 4 — Participation-Weighted (For Homeschool)

Many homeschool families prefer to reward effort and engagement alongside accuracy. In this approach, a student who attempts every question thoughtfully — even if not always correctly — is recognized for their diligence.

Quiz completion (attempted all questions): 20% of final grade

Quiz accuracy: 50% of final grade

Final exam: 30% of final grade

To calculate quiz completion: give full credit (20 points out of 20) if the student answered all five questions for every lesson, with partial credit proportionally if some were skipped.

Grading Short-Answer Questions

Short-answer quiz questions are the most subjective to grade. Here are a few principles that will make grading more consistent:

Focus on understanding, not wording. The model answers in this handbook are thorough — a student does not need to match them. Look for evidence that the student grasped the central concept. A short, clear, accurate answer deserves full credit even if it is briefer than the model.

Use the 0–1–2 scale consistently. A “1” is not a failure — it means the student understood part of the lesson and can build on that. Reserve “0” for answers that are blank, entirely off-topic, or demonstrate a clear misconception that needs to be addressed.

When in doubt, discuss rather than deduct. If a student's answer is ambiguous, the most valuable response is often a brief conversation: "Tell me more about what you meant here." This turns a grading decision into a learning moment.

True/False questions with explanations. Many quiz questions ask students to identify true or false AND explain their answer. If the true/false identification is correct but the explanation is missing or wrong, award 1 point rather than 2 — the explanation is half the value of the question.

The Gradebook

A complete gradebook is printed on the last page and on the back cover of this handbook — one row per lesson, with columns for each of the five quiz questions, a lesson total, and a running course total. There is also a row for the final exam score and the combined final grade.

The gradebook is designed to be used directly: fill it in as you grade each lesson's quiz, and your running total is always visible at a glance. No separate spreadsheet required.

To use it:

- After grading a lesson quiz, enter each question's score (0, 1, or 2) in the corresponding column.
- Total the row and enter it in the Lesson Total column.
- Add it to the running total in the Course Total column.
- When the course is complete, enter the final exam score and calculate the combined grade using whichever grading option you have chosen.

A Note on These Courses

American History 101 and 102 are not standard textbooks. They present the mainstream historical narrative alongside alternative perspectives on key events and decisions — perspectives that sometimes challenge what students may have encountered elsewhere. Grading in these courses is therefore not always about finding the one right answer. For discussion questions and some short-answer prompts, thoughtful engagement with the material — even when a student reaches a different conclusion than the model answer — may deserve full credit.

We encourage teachers and parents to use the model answers as a reference, not a script. The goal is a student who thinks carefully and independently about history — which is, after all, what this course is designed to produce.

American History 101 Lesson Quiz Answers

Lesson 1 — America Before Columbus: The First Peoples

1. What was Cahokia, and why is its size significant? (Short answer)

ANSWER: Cahokia was a major Mississippian mound-building city near the confluence of the Missouri and Mississippi rivers. Around 1000 CE its population reached roughly 20,000 — larger than London at the time — showing that large, complex, urbanized societies existed in North America long before European contact.

2. The Haudenosaunee (Iroquois) Confederacy was made up of which original five nations? (Short answer)

ANSWER: The Mohawk, Onondaga, Cayuga, Oneida, and Seneca (the Tuscarora joined later as the sixth nation).

3. True or False: Benjamin Franklin mentioned the Haudenosaunee (Iroquois) Confederacy as a model for colonial unity.

ANSWER: True.

4. What were the 'Three Sisters,' and which peoples cultivated them? (Short answer)

ANSWER: The 'Three Sisters' were corn, beans, and squash, grown together as companion crops by many Native peoples, including the Iroquois.

5. Multiple choice — What does 'matrilineal' mean? (A) Power passes through the father's line; (B) Descent is traced through the mother's line; (C) Women rule as queens; (D) Land is owned by women only.

ANSWER: B — Descent is traced through the mother's line.

Lesson 2 — An Ocean Crossed: European Exploration and the Age of Discovery

1. What were Columbus's three ships called? (Short answer)

ANSWER: The Niña, the Pinta, and the Santa María.

2. True or False: Amerigo Vespucci was the first European to reach the Americas.

ANSWER: False — Columbus reached the Americas in 1492; Vespucci's later voyages and writings led a mapmaker to name the continents after him, but he was not first.

3. What is the Columbian Exchange? Give two examples of goods transferred in each direction. (Short answer)

ANSWER: The Columbian Exchange was the transfer of plants, animals, people, and diseases between the Americas and Europe after 1492 — e.g., corn and potatoes went from the Americas to Europe, while horses and smallpox went from Europe (or the Old World) to the Americas.

4. Multiple choice — Bartolomé de las Casas is significant because: (A) He led the conquest of Mexico; (B) He argued for the natural rights of indigenous people; (C) He discovered the Northwest Passage; (D) He drew the first map of the Americas.

ANSWER: B — He argued for the natural rights of indigenous people.

5. Why did disease kill so many more indigenous people than European weapons did? (Short answer)

ANSWER: Because indigenous peoples had no prior exposure or immunity to Old World diseases like smallpox, so epidemics killed far larger numbers than combat did — in some regions 50–90% of the population died.

Lesson 3 — Spain and France in the New World: Conquest, Conversion, and the Fur Trade

1. What was the encomienda system, and why was it controversial? (Short answer)

ANSWER: The encomienda system granted Spanish colonists the right to demand labor and tribute from indigenous people in exchange for supposedly ‘protecting’ and converting them; it was controversial because in practice it amounted to forced labor and brutal exploitation.

2. True or False: France primarily colonized through military conquest, as Spain did.

ANSWER: False — France built its empire mainly through the fur trade and alliances with Native peoples, not military conquest.

3. Who founded Quebec, and in what year? (Short answer)

ANSWER: Samuel de Champlain founded Quebec in 1608.

4. Multiple choice — La Salle's 1682 expedition claimed the Mississippi River basin for France and named it: (A) New France; (B) Louisiana; (C) Quebec; (D) Acadia.

ANSWER: B — Louisiana.

5. Why did France's fur trade model require good relations with indigenous peoples? (Short answer)

ANSWER: Because the fur trade depended on Native trappers and hunters as trading partners, so France needed cooperative alliances rather than conquest to make the trade work.

American History 101 Final Exam Key

Simple answer-key table for fast grading of the 48-question multiple-choice final exam.

Q#	Lesson	Answer	Q#	Lesson	Answer
1	L1	B	25	L25	A
2	L2	C	26	L26	B
3	L3	B	27	L27	B
4	L4	A	28	L28	B
5	L5	B	29	L29	A
6	L6	C	30	L30	B
7	L7	B	31	L31	A
8	L8	B	32	L32	B
9	L9	B	33	L33	A
10	L10	A	34	L34	B
11	L11	A	35	L35	B
12	L12	B	36	L36	A
13	L13	A	37	L37	B
14	L14	B	38	L38	B
15	L15	B	39	L39	B
16	L16	B	40	L40	A
17	L17	A	41	L41	A
18	L18	A	42	L42	B
19	L19	B	43	L43	B
20	L20	B	44	L44	A
21	L21	A	45	L45	A
22	L22	B	46	L46	A
23	L23	B	47	L47	A
24	L24	B	48	L48	A

American History 101 Final Exam Questions (Answers Highlighted)

Full 48-question exam, in student-exam order, with the correct choice highlighted for fast grading.

UNIT I — Foundations of America: Pre-Colonial Through the Colonial Era

Questions 1–8

1

L1
Multiple
Choice

Which feature of the Haudenosaunee (Iroquois) Confederacy's political system helped colonial leaders such as Benjamin Franklin think about union and self-government?

- A. A hereditary monarchy with absolute royal authority
- B. A council system that combined local self-government with a unifying confederation**
- C. A single all-powerful war chief who appointed all other leaders
- D. A strict caste system that determined political office by birth

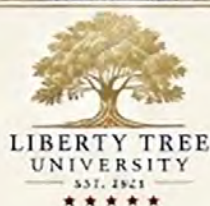
2

L2
Multiple
Choice

The Columbian Exchange refers to the transfer of plants, animals, people, and diseases between the Americas and Europe after 1492. Which pairing correctly matches an item with its origin?

- A. Horses originated in the Americas and were introduced to Europe
- B. Smallpox originated in the Americas and devastated European populations
- C. Potatoes and corn originated in the Americas and were introduced to Europe**
- D. Wheat and sugarcane originated in the Americas and were introduced to Europe

3	L3 Multiple Choice	Which statement best compares Spanish and French colonial strategies in North America? A. Spain relied primarily on alliance and trade with Native peoples, while France relied on military conquest B. Spain relied heavily on military conquest and forced labor, while France relied more on alliance and the fur trade C. Both Spain and France refused to interact with Native peoples in any capacity D. Spain and France pursued identical strategies based on large-scale agricultural settlement
4	L4 Multiple Choice	What was the House of Burgesses, established in Virginia in 1619? A. The first representative legislative assembly in the English colonies B. A royal council appointed directly by the King with no colonial input C. A religious court that tried cases of heresy in early Virginia D. A military council that governed Jamestown during wartime only
5	L5 Multiple Choice	What principle of government did the Mayflower Compact (1620) establish? A. Government should be ruled by a hereditary governor appointed by the king B. Government authority should rest on the consent of the governed, formalized through a written agreement C. Only church elders could hold political office D. Colonies should be governed directly by Parliament with no local self-rule



CERTIFICATE OF COMPLETION

This is to certify that



has successfully completed the course entitled

AMERICAN HISTORY 101

Pre-Colonial to Civil War

Having demonstrated proficiency in the course material, including lesson quizzes and the final exam, the recipient is hereby awarded this Certificate of Completion, recognizing the mastery of foundational American history.

Clyde J. Cleveland,
Historian



Teacher

DATE: _____

American History 102 Lesson Quiz Answers

Lesson 49 — America After Appomattox: A Nation Saved, But Not Yet Reunited

1. Where did General Lee surrender, and to whom? (Short answer)

ANSWER: At Appomattox Court House, Virginia, General Lee surrendered to General Grant on April 9, 1865.

2. True or False: Grant's surrender terms required Confederate officers to stand trial for treason.

ANSWER: False — Grant's terms were generous: no trials, no punishments, simply parole and return home.

3. Name two things that formerly enslaved people lacked, even after emancipation, that made their freedom uncertain.

ANSWER: They lacked land, money, legal protections, and often even knowledge of where family members had been sold — freedom in name but great uncertainty in practice.

4. What were the three central questions facing the nation at the end of the Civil War? (Short answer)

ANSWER: How would Southern states return to the Union? What rights would freedmen have? Who — Congress or the President — would be in charge of Reconstruction?

5. Multiple choice — The term 'Reconstruction' refers to: (A) Rebuilding destroyed Southern cities; (B) The period when the federal government worked to restore the South and define the rights of freed people; (C) The process of replacing Confederate generals; (D) Lincoln's plan to pardon Confederate soldiers.

ANSWER: B — The period when the federal government worked to restore the South and define the rights of freed people.

Lesson 50 — Lincoln's Assassination and the Shock to Reconstruction

1. Where and when was Lincoln shot? (Short answer)

ANSWER: At Ford's Theatre in Washington, D.C., on the night of April 14, 1865.

2. True or False: Booth acted entirely alone in the plot against Lincoln.

ANSWER: False — Booth led a broader conspiracy that also targeted the Vice President and Secretary of State.

3. What were the two main requirements of Lincoln's Ten Percent Plan? (Short answer)

ANSWER: That 10% of a state's 1860 voters swear a loyalty oath to the Union, and that the state abolish slavery.

4. Multiple choice — The Wade-Davis Bill differed from Lincoln's Ten Percent Plan mainly by: (A) Requiring a majority of voters to swear loyalty, not just 10%; (B) Giving formerly enslaved people the right to vote; (C) Abolishing the Confederate Army; (D) Creating the Freedmen's Bureau.

ANSWER: A — Requiring a majority of voters to swear loyalty, not just 10%.

5. Why did Lincoln's death change the course of Reconstruction? (Short answer)

ANSWER: Lincoln's political skill and relatively moderate vision died with him, leaving Reconstruction to the far less capable and less committed Andrew Johnson.

Lesson 51 — Andrew Johnson and the Battle Over Presidential Reconstruction

1. What were the three conditions Johnson required of Southern states to return to the Union? (Short answer)

ANSWER: That most Confederates receive pardons, that states hold new elections quickly, and that no significant civil rights guarantees be required for freedpeople.

2. True or False: The Black Codes fully protected the civil rights of formerly enslaved people.

ANSWER: False — the Black Codes were designed to keep Black Americans in conditions as close to slavery as legally possible.

3. What was the Civil Rights Act of 1866, and what happened when Johnson vetoed it? (Short answer)

ANSWER: The Civil Rights Act of 1866 declared formerly enslaved people citizens with equal rights under the law; Congress overrode Johnson's veto to pass it.

4. Multiple choice — Which best describes Andrew Johnson's view of Reconstruction? (A) The federal government should protect Black civil rights; (B) Reconstruction was the President's job and the South should return quickly with few conditions; (C) Congress should lead Reconstruction and punish the South; (D) Black Americans should receive land and the right to vote immediately.

ANSWER: B — Reconstruction was the President's job and the South should return quickly with few conditions.

5. Why were Congressional Republicans so angry at Johnson's Reconstruction plan? (Short answer)

ANSWER: They saw Southern states electing former Confederates and passing Black Codes that effectively nullified emancipation, convincing them Johnson's approach was undoing the results of the war.

American History 102 Final Exam Key

Simple answer-key table for fast grading of the 48-question multiple-choice final exam.

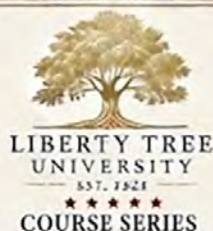
Q#	Lesson	Answer	Q#	Lesson	Answer
1	L49	B	25	L73	A
2	L50	A	26	L74	A
3	L51	A	27	L75	B
4	L52	B	28	L76	B
5	L53	B	29	L77	B
6	L54	B	30	L78	A
7	L55	A	31	L79	A
8	L56	B	32	L80	B
9	L57	B	33	L81	A
10	L58	B	34	L82	A
11	L59	A	35	L83	A
12	L60	A	36	L84	A
13	L61	B	37	L85	A
14	L62	B	38	L86	B
15	L63	C	39	L87	A
16	L64	A	40	L88	B
17	L65	A	41	L89	A
18	L66	B	42	L90	B
19	L67	A	43	L91	A
20	L68	B	44	L92	A
21	L69	B	45	L93	B
22	L70	A	46	L94	B
23	L71	A	47	L95	A
24	L72	B	48	L96	B

American History 102 Final Exam Answers

Simple answer-key table for fast grading of the 48-question multiple-choice final exam.

UNIT I — Reconstruction and the Remaking of the Constitution		Questions 1–12
1	L49 Multiple Choice	What was the central promise of Reconstruction for formerly enslaved people? A. Immediate deportation to colonies outside the United States B. Full citizenship, civil rights, and genuine economic and political freedom C. Permanent indentured servitude to their former enslavers D. Exclusive settlement in newly created western territories
2	L50 Multiple Choice	Which of the following correctly matches a Reconstruction Amendment with what it accomplished? A. The 13th Amendment abolished slavery, the 14th established citizenship and equal protection, and the 15th prohibited denying the vote based on race B. The 13th Amendment granted women's suffrage, the 14th abolished slavery, and the 15th created the income tax C. All three amendments addressed only voting rights for men D. The 13th Amendment established birthright citizenship, the 14th abolished slavery, and the 15th created Reconstruction governments

3	L51 Multiple Choice	Why did Congressional Republicans reject Andrew Johnson's approach to Reconstruction? A. Johnson's lenient policies allowed Southern states to pass Black Codes that effectively restored conditions resembling slavery B. Johnson wanted to immediately grant full citizenship to all formerly enslaved people C. Johnson refused to allow any Southern states to rejoin the Union under any conditions D. Johnson supported permanent military occupation of the entire South
4	L52 Multiple Choice	What did the Reconstruction Acts of 1867 require of Southern states seeking readmission to the Union? A. That they pay reparations directly to formerly enslaved people B. That they draft new state constitutions guaranteeing Black male suffrage and ratify the 14th Amendment C. That they abolish their state governments permanently D. That they hold no elections for ten years
5	L53 Multiple Choice	How was the 13th Amendment's exception clause exploited through convict leasing? A. The clause banned all forms of involuntary labor with no exceptions B. The clause permitted involuntary servitude as criminal punishment, which Southern states exploited by arresting Black citizens on minor charges and leasing their labor C. The clause only applied to Northern states and had no effect in the South D. The clause was never enforced and had no practical impact



CERTIFICATE OF COMPLETION

This is to certify that

has successfully completed the course entitled

AMERICAN HISTORY 102

Civil War Reconstruction to Current

Having demonstrated proficiency in the course material, including lesson quizzes and the final exam, the recipient is hereby awarded this Certificate of Completion, recognizing the mastery of foundational American history.

Clyde J. Cleveland,
Historian



Teacher

DATE: _____

Gradebooks, American History 101 & 102

American History 101 Gradebook

Student Name: _____

Lesson Quizzes (# correct or grade)

1	25
2	26
3	27
4	28
5	29
6	30
7	31
8	32
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18	42
19	43
20	44
21	45
22	46
23	47
24	48

Final Exam (✓ if correct)

1	25
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20	44
21	45
22	46
23	47
24	48

Quiz Total: _____ / 48 Final Exam
Quiz Average: _____ Score: _____ / 48

Overall Course Grade: _____

American History 102 Gradebook

Student Name: _____

Lesson Quizzes (# correct or grade)

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