

**Grade 11 US History 2015-2018-2019 Final of Year Presentation Study Guide**

1. Explain the role of railroads in the following events/developments:
  - a. Civil War
  - b. Western expansion
  - c. Loss of Native American land/moving of the frontier
  - d. Industrialization
  - e. Gilded Age
2. Trace the development of a rapidly industrialized economy in the Northeast (late 18<sup>th</sup> century) and Midwest (early 19<sup>th</sup> century) to the following factors:
  - a. Reconstruction
  - b. Railroads
  - c. Immigration
  - d. Rise of labor unions
  - e. US Imperialism
3. Draw comparisons between the restrictions of rights for African-Americans (Jim Crow laws, literacy tests, poll taxes, voting) and women (voting and property rights).
4. What is "nativism" and how did it influence US immigration policy in the late 1800's?
5. Explain the relationship between the following factors:
  - a. Industrialization
  - b. US Imperialism/Intervention -> Panama Canal, Spanish-American War, Great White Fleet, Roosevelt Corollary
  - c. Isolationism
  - d. War
6. Explain the developments, background and outcomes of the Gilded Age and Progressive Era, including:
  - a. Unchecked industrialization and monopolies
  - b. Immigration
  - c. Corruption -> Political, government, business
  - d. Reformers
  - e. Social Gospel and Social Darwinism
  - f. Government regulation – safety, labor laws, anti-trust laws

# History Eoc Study Guide Answers

**Hussin A.Rothana**



## **History Eoc Study Guide Answers:**

Roadmap to the Virginia Sol: Eoc World History Laura York, Princeton Review, 2005

## **Georgia Us History Eoc**

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*Books In Print 2004-2005* Ed Bowker Staff, Staff Bowker, Ed, 2004      Decision Making and Problem Solving, 2002

*Philosophy of Science for Nursing Practice, Second Edition* Michael D. Dahnke, H. Michael Dreher, 2015-11-04

Written for DNP and PhD nursing programs, this text based on a unique team taught philosophy of science nursing course distills challenging content and delivers it in clear, highly accessible language for professors untrained in philosophy and their students. Authored by a nurse researcher/philosopher team who developed and taught this course for more than 7 years, the book provides a unique integrated viewpoint that avoids esoteric and overly theoretical discussions and facilitates a clear connection between the philosophy of science and nursing science and practice. This second edition offers enhanced clarity and encompasses updates in philosophy of science interpretation, nursing practice and science, and a still-emerging practice epistemology. It is distinguished by its increased emphasis on DNP investigation that relies on a fundamental relationship with evidence-based practice as well as the informational needs of the PhD student and the type of research the PhD graduate is expected to produce. The bulk of the text focuses on basic principles and concepts of the philosophy of science in regard to the education of both DNP and PhD nursing students. The book discusses the concept of nursing as a practice discipline within historical and sociological contexts and addresses the importance of philosophy of science knowledge within a practice discipline. It examines the controversial question of how much philosophy of science a doctoral student actually needs. The text concludes with a brief introduction to nursing science knowledge content that is an essential bridge to the philosophy of science content and serves as a next step toward building a nursing epistemology. New to the Second Edition: Revised to enhance clarity of information. Reflects contemporary trends in doctoral nursing education. Updated Questions for Reflection offer scholarly discourse. New appendix offers a sample semester-based syllabus based on the second edition. Key



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