The final exam will take place in Science Center C on **Thursday, May 15 at 2.15pm**. The exam will last three hours. It will have three parts:

A. **A short answer section** that will ask you to IDENTIFY and EXPLAIN THE SIGNIFICANCE of several terms, short phrases, or images drawn from lectures, readings, and the web site. (5x5%=25%)

B. **A short exercise** that will ask you to place events in chronological order. (15%)

C. **Two essays.** You should come prepared to write on ALL of the questions below. At the beginning of the exam Prof. Ulrich will randomly select which **TWO** of them you will write on. She will select one question from each of the two categories. No notes, books, or papers will be allowed. (2x30%=60%)

**Two Essay Questions from the Second Half of the Course**

1. Choose two of the following three people we have studied in the second half of the course: Crispus Attucks, Paul Revere, and George Robert Twelves Hewes. Write an essay which compares each person's historical role, discusses how later generations memorialized that role, and explains why each person was memorialized differently.

2. In the 1760s, New England newspapers contrasted forms of activism exemplified by the Sons of Liberty and their female counterparts, the industrious spinners who sometimes called themselves "Daughters of Liberty." One promoted political resistance built on street action and self-assertion, the other on private sacrifice and self-discipline. Did the role of gender in shaping political protest remain the same, or change over time? Were there gender differences in the way various 19th-century political movements invoked the memory of the American Revolution? Your answer should focus on specific details drawn from the writings of nineteenth-century activists and on newspaper descriptions of their activities.

**Two Essay Questions Covering the Whole Course:**

1. Professor Ulrich argues that the notion of an Age of Homespun softened harsh realities of early New England economic uncertainty, war, exploitation and violence. What is gained and what is lost through selective memory? Support your argument by reference to specific events, people, or themes.

2. Stephen Nissenbaum has said that nineteenth-century New Englanders managed to make New England’s story “America’s story.” Who were the central figures in this effort and what were their major achievements? Focusing on two specific examples, show how a New England person, place, or event took on national significance. Support your answer with details drawn from course materials and from lectures.