

REA: THE LEADER IN CLEP® TEST PREP

# CLEP® HISTORY OF THE UNITED STATES I EARLY COLONIZATION TO 1877



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**CLEP® History of the United States I: Early Colonization to 1877  
with Online Practice Exams**

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Sample

**Let's get started and see how this system works.**

<b>Test Yourself and Get Feedback</b>	Assess your strengths and weaknesses. The score report from your online diagnostic exam gives you a fast way to pinpoint what you already know and where you need to spend more time studying.
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## THE REA STUDY CENTER

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The best way to personalize your study plan is to get feedback on what you know and what you don't know. At the online REA Study Center ([www.rea.com/studycenter](http://www.rea.com/studycenter)), you can access two types of assessment: a diagnostic exam and full-length practice exams. Each of these tools provides true-to-format questions and delivers a detailed score report that follows the topics set by the College Board.

### Diagnostic Exam

Before you begin your review with the book, take the online diagnostic exam. Use your score report to help evaluate your overall understanding of the subject, so you can focus your study on the topics where you need the most review.

### Full-Length Practice Exams

Our full-length practice tests give you the most complete picture of your strengths and weaknesses. After you've finished reviewing with the book, test what you've learned by taking the first of the two online practice exams. Review your score report, then go back and study any topics you missed. Take the second practice test to ensure you have mastered the material and are ready for test day.

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If you're studying and don't have Internet access, you can take the printed tests in the book. These are the same practice tests offered at the REA Study Center, but without the added benefits of timed testing conditions and diagnostic score reports. Because the actual exam is Internet-based, we recommend you take at least one practice test online to simulate test-day conditions.

## AN OVERVIEW OF THE EXAM

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The CLEP History of the United States I exam consists of approximately 120 multiple-choice questions, each with five possible answer choices, to be answered in 90 minutes.

The exam covers the period of American History from the Spanish and French colonizations to the end of Reconstruction. The primary emphasis of the exam is on the English colonies and the early period of nationhood.

The approximate breakdown of topics is as follows:

35% Political institutions and behavior and public policy

25% Social developments

10% Economic developments

15% Cultural and intellectual developments

15% Diplomacy and international relations

Approximately one-third of the questions focus on the period from 1500 to 1789, while the rest deal with the period from 1790 to 1877.

### CLEP and technology-enhanced questions

While most of the questions you will find on your CLEP exam will be primarily standard multiple-choice questions, the College Board is now incorporating some technology-enhanced questions. These new question types include: filling in a numeric answer; shading areas of an object; or putting items in the correct order. In addition, several exams now have an optional essay section.

If you're familiar with basic computer skills, you'll have no trouble handling these question types if you encounter them on your exam.

inexpensive “penny press” papers. Everyone read these reports, and the result was the “Oregon Fever” of the 1840s, as thousands of settlers trekked across the Great Plains and the Rocky Mountains to settle the new Shangri-La.

## **The Texas Question: 1836-1845**

Texas had been a state in the Republic of Mexico since 1822, following the Mexican revolution against Spanish control. The United States had offered to buy the territory at the time, since it had renounced its claim to the area in the Adams-Onís agreement of 1819. The new Mexican government indignantly refused to sell, but immediately began to invite immigration from the north by offering land grants to Stephen Austin and other Americans. They needed to increase the population of the area and to produce revenue for the infant government. The Americans responded in great numbers, and by 1835 approximately 35,000 “gringos” were homesteading on Texas land.

The Mexican officials saw their power base eroding as the foreigners flooded in, and so they moved to tighten control, through restrictions on new immigration, and through tax increases. The Texans responded in 1836 by proclaiming independence and establishing a new republic. The ensuing war was short-lived. The Mexican dictator, Santa Anna, advanced north and annihilated the Texan garrisons at the Alamo and at Goliad. On April 23, 1836, Sam Houston defeated him at San Jacinto, and the Mexicans were forced to let Texas go its way.

Houston immediately asked the American government for recognition and annexation, but President Andrew Jackson feared the revival of the slavery issue since the new state would come in on the slave-holding side of the political balance, and he also feared war with Mexico, so he did nothing. When Van Buren followed suit, the new republic sought foreign recognition and support, which the European nations eagerly provided, hoping thereby to create a counterbalance to rising American power and influence in the Southwest. France and England both quickly concluded trade agreements with the Texans.

## **New Mexico and California**

The district of New Mexico had, like Texas, encouraged American immigration, and for the same reasons. Soon that state was more American than Mexican. The Santa Fe Trail—from Independence, Missouri, to the town of Santa

Fe—created a prosperous trade in mules, gold and silver, and furs which moved north in exchange for manufactured goods which went south. American settlements sprung up all along the route.

Though the Mexican officials in California had not encouraged it, American immigration nevertheless had been substantial. First traders and whaling crews, then merchants, arrived to set up stores and developed a brisk trade. As the decade of the 1830s passed, the number of newcomers increased. Since the Missouri Compromise had established the northern limits for slavery at the 36°30' parallel, most of this Mexican territory lay in the potential slave-holding domain, and many of the settlers had carried their bondsmen with them.

## Manifest Destiny and Sectional Stress

The question of expansion was universally discussed. Although the strongest sentiment was found in the North and West, the South had its own ambitions, and they usually involved the extension of their “peculiar institution.”

The Democrats generally favored the use of force, if necessary, to extend American borders. The Whigs favored more peaceful means, through diplomacy. Some Whigs, like Henry Clay, feared expansion under any circumstances, because of its potential for aggravating the slavery issue.

Clay was closest to the truth. As the decade of the 1840s opened, the questions of Texas, California, and the New Mexican territory were increasingly prominent, and the sectional tension which they produced was destined to light the fires of civil war.

## TYLER, POLK, AND CONTINUED WESTWARD EXPANSION

### Tyler and the Whigs

When William Henry Harrison became president, he immediately began to rely on Whig leader Henry Clay for advice and direction, just as Clay had planned and expected he would. He appointed to his cabinet those whom Clay suggested, and at Clay's behest he called a special session of Congress to vote the Whig legislative program into action. To the Whigs' dismay, Harrison died of pneumonia just one month into his term, to be replaced by Vice President John Tyler.