

Applied Practice  
in

*AP\* U.S. History*  
*Period 3: 1754-1800*

**RESOURCE GUIDE**

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**APPLIED PRACTICE**  
**AP\* U.S. History Resource Guide**  
*Period 3: 1754-1800*

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## A Note for Teachers

We hope you will find this booklet helpful as you work to prepare your students for the Advanced Placement Exam in United States History. The *Applied Practice AP United States History* series was designed as an instructional supplement to major units in the AP\* United States History curriculum, giving your students an opportunity to practice and to develop skills required on the AP exam while they study the various units included in your lesson plan.

Each book in the series includes:

- 15-20 multiple-choice questions that are aligned to the AP U.S. History curriculum framework and that assess the historical thinking practices included in the course. These are stimulus-based questions that are intended to allow students to gain experience with the format and demands of the AP U.S. History exam.
- 45-60 multiple-choice review questions that are intended to help hold students accountable for exemplary evidence they need in order to understand the historical concepts addressed in the course. These questions provide details that students might include in the writing portion of the exam.
- 3 Short Answer questions that are aligned with the format and skills represented on the AP exam. Detailed scoring guidelines accompany each SAQ. Instructions for students on how to respond to SAQ prompts are also provided.
- 1 Document Based Question aligned to the format and skills of the AP exam. Detailed information about the question and each of the documents is included, along with instructions on how to write the DBQ response and a guided practice activity.
- Graphic organizers designed to aid students in organizing and analyzing course content.

We offer a few suggestions and explanations to help you receive maximum benefit from our materials.

1. Applied Practice booklets do not purport to duplicate exactly an Advanced Placement Examination. However, questions are modeled on those typically encountered on the exam. Thus, students using these materials will become familiar and comfortable with the format, question types, and terminology used on the AP U.S. History exam.
2. The multiple-choice practices may be used as warm-up activities, brief quizzes, culminating unit assessments, or test-preparation lessons toward the end of the year. Instructions on how to build effective assessments for the AP U.S. History course are included in the multiple-choice section of this booklet.

3. The materials included in this booklet do lend themselves to timing. As is the case with the AP exam, students should be expected to spend a minute (on average) on each multiple-choice question, 13 minutes on each Short Answer Question, and an hour (15 minutes for planning, 45 minutes for writing) on the Document Based Question.
4. Students should be given guidance in their early practices until they become familiar with terminology, format, and question types used on the exam. Later, students can work more independently.

**Thank you for using Applied Practice materials in your classroom. We always welcome comments and suggestions.**

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## **Graphic Organizers**

The following graphic organizers can be used to help students organize information addressed in class. Students should not only know the information but they should also be able to see relationships that lead to discussions of comparison, causation, and continuity and change over time.

Sample Pages

## Document Analysis Suggested Responses

**Question:** Contrast the economic and political goals of the Federalists with those of the Democratic-Republican Party in the period 1787 to 1800.

Note: A blank Document Analysis form is included in the Student Resources section.

**Key Concept: 3.2.II and 3.2.III**

**Learning Objective: POL 1.O, POL 3.0, NAT 2.0**

Document	Content	Explains the significance of point of view, purpose, context, and/or audience by elaborating on examples such as the following:
1. Constitution, 1787	<ul style="list-style-type: none"> <li>• Article I, Section 8 and the 10<sup>th</sup> Amendment to the Constitution of the United States.</li> <li>• Could be used for either <b>political</b> or <b>economic</b></li> </ul>	<ul style="list-style-type: none"> <li>• The Federalists will use Article I, Sec. 8 or the elastic clause to justify their loose interpretation of the Constitution. (Historical Context)</li> <li>• The Dem-Reps will use the Tenth Amendment or reserved powers clause to justify their strict interpretation of the Constitution. (Historical Context)</li> <li>• The Tenth Amendment, as part of the Bill of Rights was to allay Dem-Rep fears of an all-powerful federal government. (Purpose)</li> </ul>
2. Alexander Hamilton, 1787	<ul style="list-style-type: none"> <li>• Hamilton describing class divisions in the US.</li> <li>• Primarily <b>economic</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hamilton accounts for the need to protect the new federal government from the ignorant, uneducated voter. (Purpose)</li> <li>• Hamilton was highly educated, a Revolutionary War veteran, and completely distrusted the judgment of the poor; Hamilton, like many Federalists, was an elitist. (Point of View)</li> <li>• Federalists tended to be educated, financially well-to-do, and along the east coast port towns; Dem-Reps tended to be farmers from the west and south, uneducated, and in debt. (Historical Context)</li> </ul>

16. Which of the following factors was most responsible for creating the conditions depicted in the image above?
- (A) Colonial economic shortages and British military occupation of the colonies
  - (B) American military advantages during the Revolutionary War
  - (C) The increasing role of women in colonial society and their admittance into the military
  - (D) The alliance between France and the American colonies during the war
17. The conditions in the image above are indicative of which of the following?
- (A) The fact that approximately one-third of the colonists were Loyalists
  - (B) The colonists' resilience and their commitment to the Patriot cause
  - (C) The colonists' desire for a Bill of Rights
  - (D) The fulfillment of the goals set forth in the Albany Plan of Union
18. The role of women in the American Revolution, depicted in the image above, led to the ideal known as
- (A) the cult of domesticity
  - (B) separate spheres
  - (C) republican motherhood
  - (D) the feminine mystique

### **BONUS QUESTION #3**

Which 19th-century development regarding women best parallels the sentiment expressed in the image above?

- (A) The passage of the Fifteenth Amendment
- (B) The ideals expressed at the Seneca Falls Convention
- (C) The changing role of women during the Market Revolution
- (D) The invasion of Washington D.C. during the War of 1812