

Applied Practice in

AP U.S. History* *Period 5: 1844-1877*

RESOURCE GUIDE

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APPLIED PRACTICE
AP* U.S. History Resource Guide
Period 5: 1844-1877

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Teaching Resources

for

Period 5: 1844-1877

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.

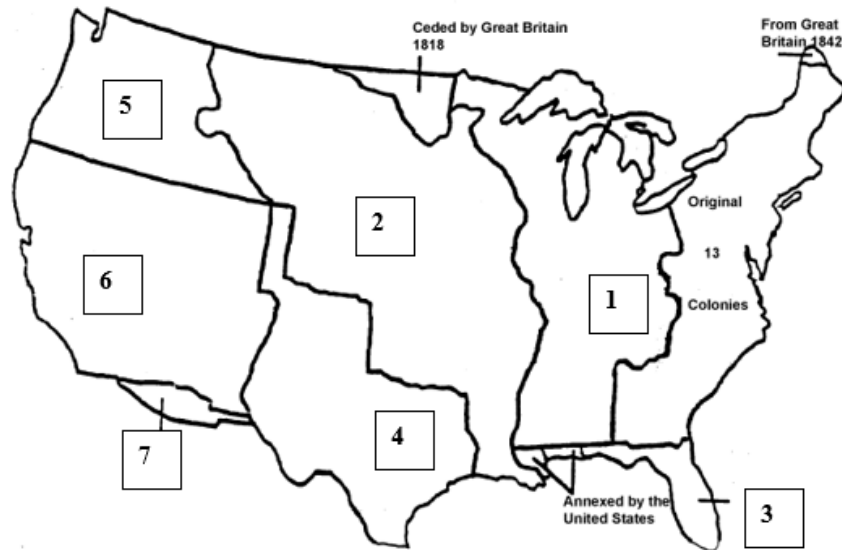
Thank you for using Applied Practice materials in your classroom. We always welcome comments and suggestions.

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MANIFEST DESTINY

Label the title and date of each section in **BLACK PEN**. Shade each section of the map in a manner that will help you remember how the United States acquired it.



Territory	Date Acquired	Previous Owner	Circumstances of Acquisition (Give details about wars, conflicts, treaties, or compromises that led to the acquisition of this territory)
1.			
2.			
3.			
4.			
5.			
6.			
7.			

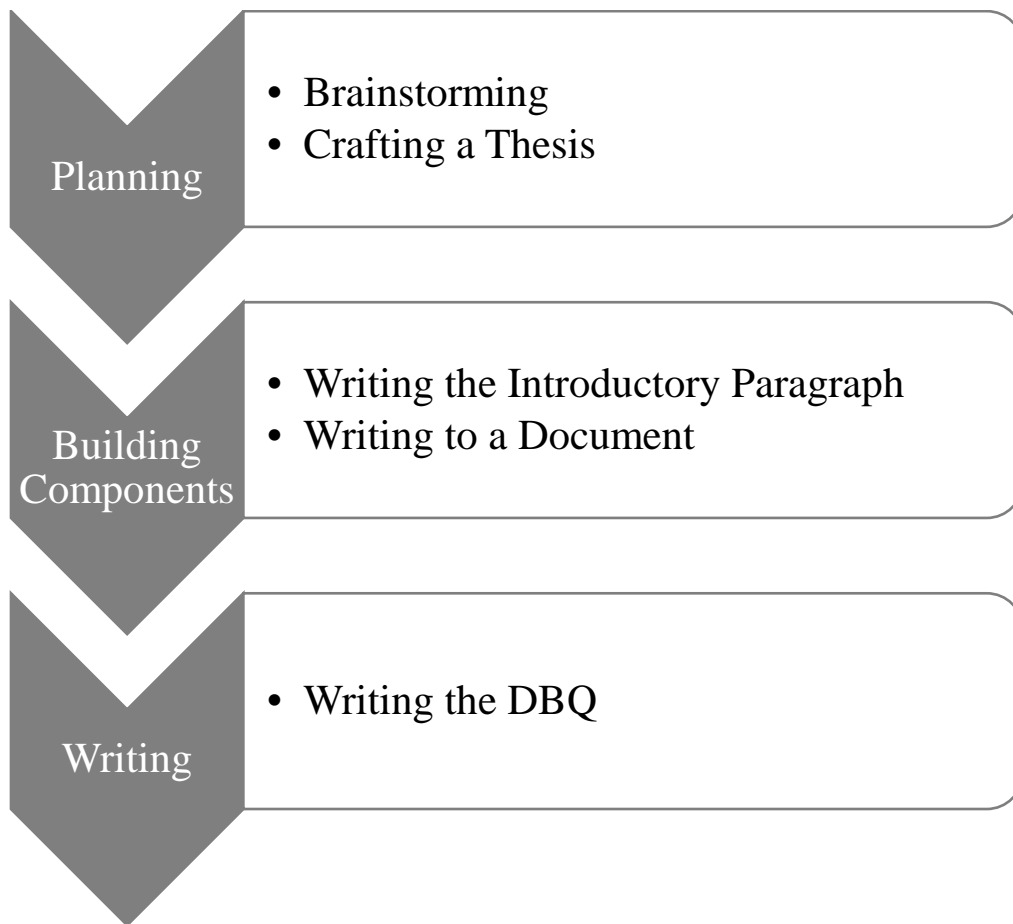
MANIFEST DESTINY KEY EVENTS

Event	Date	Important Facts	Significance to Manifest Destiny
Monroe Doctrine	1823		
Settlement of Texas	1820s and 1830s		
Texas Revolt	1835-1836		
Annexation of Texas	1837 (proposed) 1845 (annexed)		
Bear Flag Revolt in California	1846		

Event	Date	Important Facts	Significance to Manifest Destiny
U.S.- Mexican War	1846-1848		
Oregon Territory	1846		
Ostend Manifesto	1854		
Perry's Expedition to Japan	1853		
Trade with China	1844		

The DBQ Writing Process

The Document Based Question (DBQ) is the most complex writing task a student will encounter on the AP U.S. History exam. Several steps are involved in the process. Teachers are encouraged to address each of these skills individually before requiring students to write a full DBQ. To that end, the components of this process are presented separately in order to give teachers the flexibility to present as much or as little of this process as they would like at any given time in class.



Document Analysis Suggested Responses

Question: Evaluate the differences between the arguments and strategies employed by abolitionists, who opposed slavery, and the arguments and strategies employed by apologists, who defended slavery, in the period 1820-1860.

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

Key Concept: 5.2 I and 5.2 II

Learning Objective: NAT-1.0, POL-2.0, WXT-1.0, CUL-2.0, POL-1.0, 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. David Walker Abolitionist	<ul style="list-style-type: none"> • Walker is attacking the institution of slavery • Walker is using the Declaration of Independence to question slavery 	<ul style="list-style-type: none"> • Walker is a self-taught free black living in the North (Historical Context) • Walker’s goal is to show the contradiction between slavery and the ideals put forth in the Declaration of Independence (Purpose) • Walker promotes slave uprisings throughout the country such as Nat Turner’s revolt in Virginia (Historical Context) • Many abolitionists like Weld and William Lloyd Garrison with <i>The Liberator</i> wield the power of the press to get their message to a wider audience (Historical Context)
2. William Harper Apologist	<ul style="list-style-type: none"> • Harper is describing the benefits of slavery for whites in the South • Illuminating the potential negative economic impact abolition would have on the country 	<ul style="list-style-type: none"> • Harper is using the “necessary evil” apology for slavery in the beginning of the document claiming that slavery was “thrust” upon whites (Historical Context) • Harper’s purpose is to point out that economically the South’s dependence on staple crops also makes it dependent upon slavery (Purpose) • The belief that slavery is a necessity is validated by the point that slaves cannot strike. This allusion to free labor in the North is proof of the growing sectionalism in the U.S. (Historical Context) • Harper is from South Carolina. This will skew his point of view because South

Rubric

THESIS						
Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning and addresses all parts of the question. <i>The thesis must consist of one or more sentences located in one place, either in the introduction or conclusion.</i>						
1 Point						
CONTEXTUALIZATION						
Describes the broader historical context of the time period relevant to the prompt. <i>The response relates the topic of the prompt to broader historical events and developments occurring before, during, or immediately after the time frame of the question.</i>						
1 Point						
ANALYSIS AND REASONING						
Uses the content of at least three documents to address the topic of the prompt. <i>The response must accurately describe — rather than simply quote — the content of at least three of the documents.</i>	OR		Supports an argument in response to the prompt using at least six documents. <i>The response must accurately describe — rather than simply quote — the content of at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>			
1 Point				2 Points		
Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.						
1 Point						
ANALYSIS AND REASONING						
For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.						
1 Point						
Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate (show relationships between pieces of evidence), qualify (explain extent), or modify (offer an alternative solution) an argument that addresses the question.						
1 Point						
TOTAL SCORE						

Rubric

THESIS						
Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning and addresses all parts of the question. <i>The thesis must consist of one or more sentences located in one place, either in the introduction or conclusion.</i>						
1 Point						
CONTEXTUALIZATION						
Describes the broader historical context of the time period relevant to the prompt. <i>The response relates the topic of the prompt to broader historical events and developments occurring before, during, or immediately after the time frame of the question.</i>						
1 Point						
Uses the content of at least three documents to address the topic of the prompt. <i>The response must accurately describe — rather than simply quote — the content of at least three of the documents.</i>	OR	Supports an argument in response to the prompt using at least six documents. <i>The response must accurately describe — rather than simply quote — the content of at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>				
1 Point		2 Points				
Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.						
1 Point						
1	2	3	4	5	6	7
ANALYSIS AND REASONING						
For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.						
1 Point						
Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate (show relationships between pieces of evidence), qualify (explain extent), or modify (offer an alternative solution) an argument that addresses the question.						
1 Point						
QUALITY OF WRITING						
Essay is well written and does not contain errors that obscure the successful demonstration of content knowledge or historical thinking skills						
<ul style="list-style-type: none"> • Essay meets class standards for a well-organized essay • Essay contains accurate information that advances the argument • Essay has no major errors that detract from its overall quality of argument • Essay is free of major errors in style that would otherwise detract from its effectiveness (e.g., grammatical errors, spelling errors, etc.) 						
2 Points						
TOTAL SCORE						

BONUS QUESTION #1

Supporters of the ideas put forth in the document above will confront similar discussions in the twentieth century during the debate over the

- (A) Atlanta Compromise decision
- (B) New Deal
- (C) Civil Rights Act of 1964
- (D) Niagara Movement

BONUS QUESTION #2

In subsequent years, the Supreme Court would undermine the ideas put forth in the document above in the case of

- (A) *Mapp v Ohio*
- (B) *Brown v Board of Education, Topeka, KS*
- (C) *Miranda v Arizona*
- (D) *Plessy v Ferguson*

Questions 6 and 7 refer to the excerpt below.

“Generally the officers of the army were indifferent whether the annexation [of Texas] was consummated or not; but not so all of them. For myself, I was bitterly opposed to the measure, and to this day regard the war [with Mexico] which resulted as one of the most unjust ever waged by a stronger against a weaker nation. It was an instance of a republic following the bad example of European monarchies, in not considering justice in their desire to acquire additional territory.”

Ulysses S. Grant, *Personal Memoirs of U.S. Grant*, 1885

6. Those who disagreed with Grant’s argument would be LEAST likely to argue that
- (A) the superiority of American institutions justified war
 - (B) war would provide needed access to markets in Asia
 - (C) war would fulfill Manifest Destiny
 - (D) Mexico had a rightful claim to the disputed territory in Texas

7. One of the unforeseen consequences of the conflict addressed here was that it led to
- (A) both major parties taking strong stances on the issue of slavery
 - (B) alterations in the economic and cultural status of Mexican settlers living in the Southwest
 - (C) a dramatic increase in immigration from China and other Asian countries
 - (D) greater settlement of the Great Plains between the United States and the Mexican Cession

Questions 8 and 9 refer to the excerpt below.

Dear Sir

Would you be so kind as to give me some information respecting: (The Homestead bill) which Passed the house of Representatives. And whether you think it is likely to become a law. if so what will be the terms of settlement. I understand from one of our Canada Papers that it is to be a free grant of 160 [acres] of the unappropriated public lands to any one becoming an Actual settler. if it is [so] would you then be so kind as to send or cause to be sent a list of the lands that are to be disposed of as I fully intend with my family to remove some where in the United States or Teretories and their to make our home.

I should be Thankful for and Answer to this as soon as [possible, as] I expect some persons of good standing and Industrious would come with me instead of [stopping] in Canady. And if your Government thought it right I will go to England in the early part of Summer after taking a [tour] through the States so that I can give a good Description of the Country. I am convinced that a great Number would come to this country after hearing of the [privileges] and Advantages offered them... but I see but little to induce them to come to Canady.

Any further information you may require I will gladly answer

I remain your Humble Servant

Letter from John Slugget, a Canadian citizen, to Abraham Lincoln,
January 14, 1861

8. The letter is best understood in the context of
- (A) conflicts over where to draw the border between the United States and Canada
 - (B) a period of substantial international migration to the United States
 - (C) growing concerns about the impact of the Market Revolution
 - (D) escalating tensions between the United States and Britain over Britain's support for the Confederacy

9. The most prominent result of the legislation addressed in the excerpt above was
- (A) the promotion of transportation and economic development in the West
 - (B) the alleviation of tensions between settlers and Native Americans
 - (C) disintegration of the market economy as western territories became too hard to reach
 - (D) a marked decrease in the number of immigrants coming into the United States

BONUS QUESTION #3

The land policy addressed in the excerpt above built upon precedent established by the Land Ordinance and the Northwest Ordinance, which were created by

- (A) Jacksonian Democrats of the 1830s
- (B) the government under the Articles of Confederation
- (C) the Whigs of the 1840s
- (D) the Jeffersonian Democrats of the 1810s

Conceptual Multiple-Choice Answers

Question	Correct Answer	Main Practice/Skill Assessed	Learning Objective	Key Concept(s)
Bonus 1	C	Continuity & Change Over Time	NAT 2.0	8.2.I
Bonus 2	D	Contextualization	NAT 2.0	6.3.II
6	D	Analyzing Historical Evidence	WOR 2.0	5.1.I
7	B	Causation	CUL 4.0, MIG 1.0	5.1.II
8	B	Contextualization	MIG 1.0	5.1.II
9	A	Causation	MIG 2.0	5.1.I
Bonus 3	B	Continuity & Change Over Time	MIG 2.0	3.3.I