

Applied Practice
in

AP U.S. History*
Period 4: 1800-1848

RESOURCE GUIDE

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APPLIED PRACTICE
AP* U.S. History Resource Guide
Period 4: 1800-1848

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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.

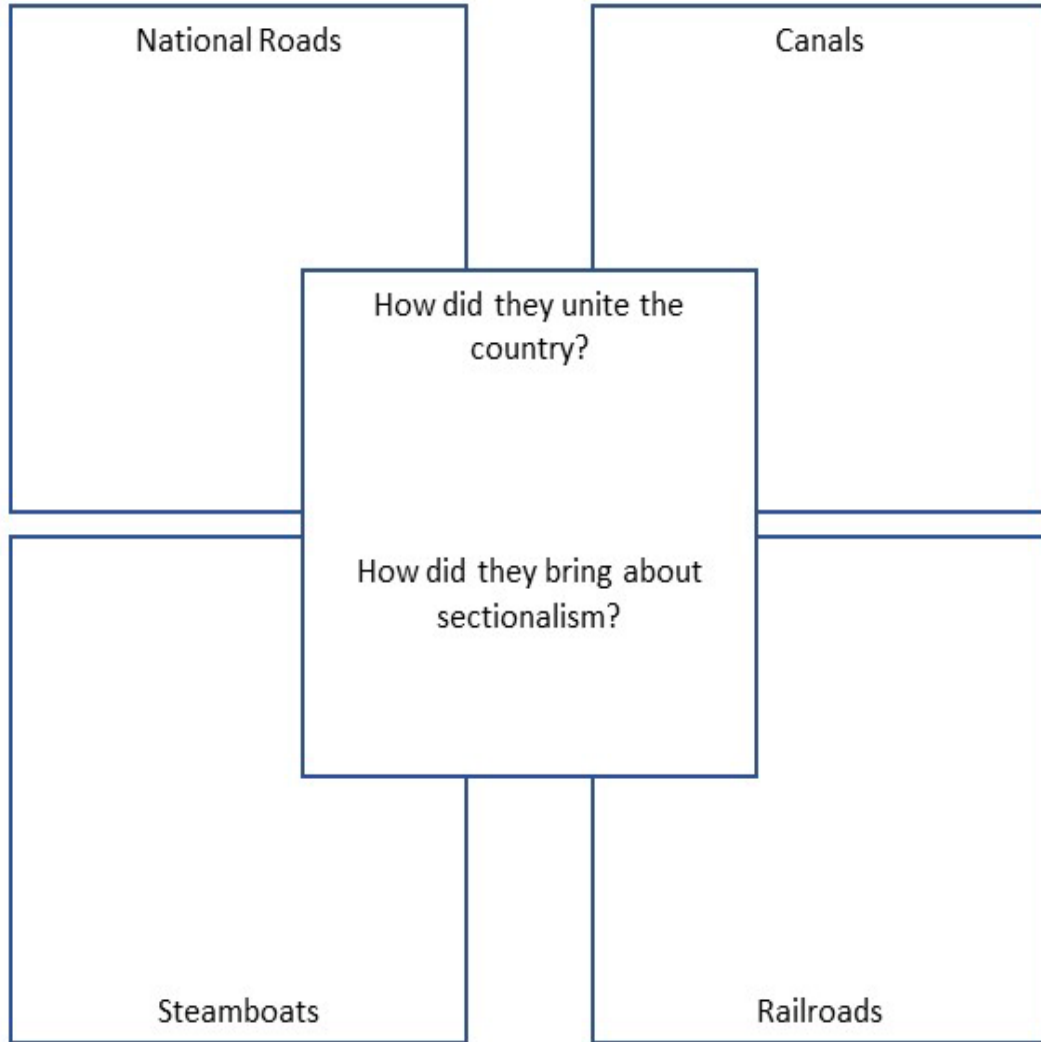
3. The materials included in this booklet do lend themselves to timing. As is the case with the AP exam, students should be expected to spend a minute (on average) on each multiple-choice question, 13 minutes on each Short Answer Question, and an hour (15 minutes for planning, 45 minutes for writing) 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.

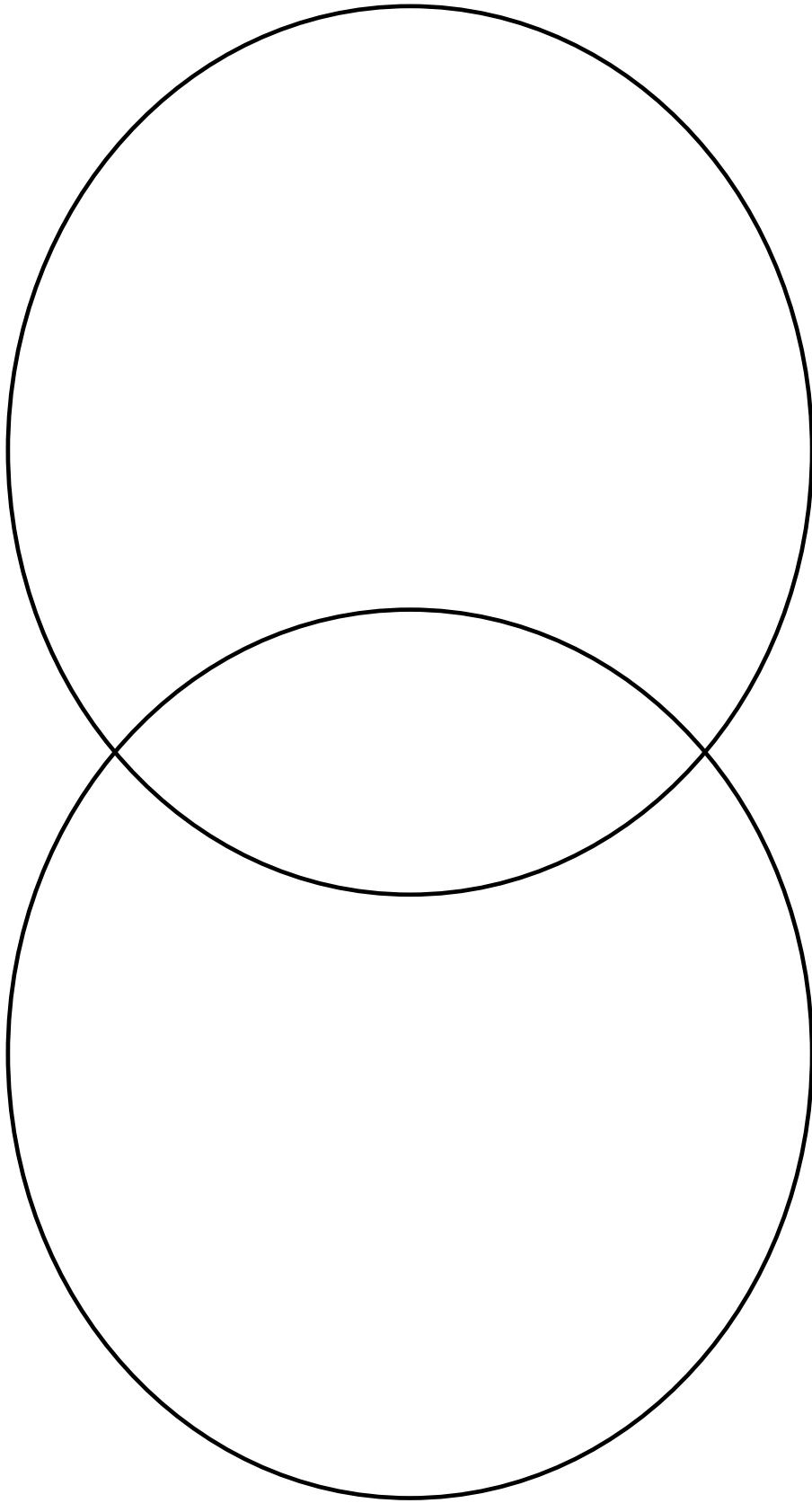
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**THE TRANSPORTATION REVOLUTION
GRAPHIC ORGANIZER**



The 2nd Party System



Whigs

Democrats

Topics to Consider: major leaders, class differences, regional differences, economic concerns, political concerns, foreign policy concerns, etc.

Which were the most important differences between these groups? Why?

Where was there common ground between these groups? Why?

Document Analysis Suggested Responses

Question: Explain the consequences of the Market Revolution in the United States during the first half of the nineteenth century.

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

Key Concept: 4.2.II and 4.2.III

Learning Objective: WXT-1.0, WXT-2.0, CUL-3.0, CUL-4.0, MIG-1.0, MIG-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. Growth of American Cities	<ul style="list-style-type: none"> • Image of the change in the number of Americans moving across the Appalachians • Should be inferred that the Market/Transportation Revolution allowed for this type of migration • Could be used for economic or social argument 	<ul style="list-style-type: none"> • Americans are moving west due to transportation advancements. (Historical Context) • Americans are also moving west due to natural increase in population as well as immigration from other countries. (Historical Context) • The demand for agricultural products in both the US and globally as well as the availability of cheap, fertile land is drawing Americans to the Ohio River Valley. (Historical Context)
2. Henry Clay	<ul style="list-style-type: none"> • Clay defending his system that has been in place since the end of the War of 1812 • Should be inferred that he is calling for tariffs to protect US industries against foreign competition • Should be used for economic argument 	<ul style="list-style-type: none"> • The American System came about as a result of the nationalistic impulse following the War of 1812. (Historical Context) • The American System also called for federal money for internal improvements. (Historical Context) • The American System also called for a national bank that Jackson is in the process of destroying. (Historical Context) • Clay's purpose is to defend the American System against the Jacksonian Democrats who are attempting to destroy certain aspects of the system. (Purpose) • Clay is the creator of the American System from the West so he will clearly support it so as to improve the economic standing of the West. (POV)

Short Answer Question 1

Key Concept: 4.1.III

Learning Objective: CUL 3.0

Main Skill Assessed: Argumentation, Analyzing Historical Evidence

(A) Briefly explain one difference in Schouler and Lerner's interpretations of the issues that influenced the Seneca Falls Convention.

- Schouler argues that the Seneca Falls Convention was heavily influenced by the abolitionist movement. Written in 1904, he goes on to argue that the right to vote and political equality will be the last goals achieved by women, as they are contrary to their nature.
- Lerner argues that the Seneca Falls Convention was led, primarily, by upper class women and that achieving the goals of the convention was hampered by class differences

(B) Cite one piece of evidence that could be used to support the assertions made by Schouler.

- The abolition movement provided a template to be used by advocates of women's rights
- Leaders like Sarah and Angelina Grimke, Lucy Stone, Susan B. Anthony, and Sojourner Truth got their start in activism while working for abolition
- Many advocates of women's rights came to the movement due to frustration with their limited role and limited success within the abolition movement
- Both were influenced by increased activism brought about by the Second Great Awakening and women's growing involvement in the church
- Even as late as 1904, women had not achieved the right to vote and many still believed that it was beyond women's nature to have political equality
- Students that attack this particular part of the argument could use evidence contemporary to the excerpt (e.g. the influence of women like Carrie Chapman Catt, Alice Paul, Jane Addams, and organizations like NAWSA) as evidence, even though they are not contemporary to the larger question
- *Other examples addressed in class may apply*

(C) Cite one piece of evidence that could be used to support the assertions made by Lerner.

- The Cult of Domesticity, which drove many to be involved in the Convention, was primarily an upper-class phenomenon
- Working women of the time were often unable to participate in the movement due to long working hours and inability to take time off to organize
- Working class women were involved in other issues
 - Many women were organizers in the early labor movement
 - The Lowell Female Labor Reform Association was formed to campaign for worker's rights, like a 10 hour work day
- *Other examples addressed in class may apply*

Multiple-Choice Questions

Conceptual Multiple-Choice Questions

Questions 1-3 refer to the excerpt below.

“I thank you, Dear Sir, for the copy you have been so kind as to send me of the letter to your constituents on the Missouri question. It is a perfect justification to them. I had for a long time ceased to read the newspapers or pay any attention to public affairs, confident they were in good hands, and content to be a passenger in our bark to the shore from which I am not distant. But this momentous question, like a fire bell in the night, awakened and filled me with terror. I considered it at once as the knell of the Union. It is hushed indeed for the moment. But this is a reprieve only, not a final sentence. A geographical line, coinciding with a marked principle, moral and political, once conceived and held up to the angry passions of men, will never be obliterated; and every new irritation will mark it deeper and deeper. I can say with conscious truth that there is not a man on earth who would sacrifice more than I would, to relieve us from this heavy reproach, in any *practicable* way...But, as it is, we have the wolf by the ear, and we can neither hold him, nor safely let him go.”

Thomas Jefferson, 1820

1. The passage above was most likely a response to
 - (A) Congressional attempts to compromise on the subject of slavery
 - (B) governmental attempts to address the Native American problem in the West
 - (C) the demand to remove foreign influence in the Louisiana territory
 - (D) the debate over canals and railroads in the West during the Market Revolution
2. The quote and the problem discussed above illustrate growing unrest between
 - (A) Native Americans and the US government
 - (B) opponents and defenders of slavery
 - (C) religious groups over the spread of churches in the North and South during the Second Great Awakening
 - (D) Democratic-Republicans and Federalists over the expansion of industry west of the Mississippi River

3. The controversy highlighted in the excerpt above was most directly the result of
- (A) the United States' desire to complete Manifest Destiny
 - (B) large numbers of international immigrants moving to the United States in the first half of the nineteenth century
 - (C) the increasing number of families no longer relying on semi-subsistence agriculture
 - (D) the United States' acquisition of lands in the West giving rise to contests over the extension of slavery

Questions 4 and 5 refer to the excerpt below.

“So if a law be in opposition to the constitution; if both the law and the constitution apply to a particular case, so that the court must either decide that case conformably to the law, disregarding the constitution; or conformably to the constitution, disregarding the law; the court must determine which of these conflicting rules governs the case. This is of the very essence of judicial duty.

If, then, the courts are to regard the constitution, and the constitution is superior to any ordinary act of the legislature, the constitution, and not such ordinary act, must govern the case to which they both apply.

Those, then, who controvert the principle that the constitution is to be considered, in court, as a paramount law, are reduced to the necessity of maintaining that courts must close their eyes on the constitution, and see only the law.”

John Marshall's majority opinion in the
Marbury v. Madison case, 1803

4. The excerpt above is best understood in the context of
- (A) the election of James Madison as the president of the United States
 - (B) the challenge by Anti-Federalists to block the ratification of the Constitution
 - (C) the continued debate between national parties over the powers of the federal government
 - (D) the ongoing question of whether the federal or state governments should finance internal improvements

5. The primary goal of Marshall's ruling in this case was to
- (A) assert that regional interests should always supersede national concerns in matters concerning politics and the economy
 - (B) establish the primacy of the judiciary in determining the meaning of the Constitution
 - (C) establish the precedent that state laws, in most cases, take precedence over federal laws, especially in matters concerning the economy
 - (D) dispel the notion that changes could be made to the Constitution

BONUS QUESTION #1

Which twentieth-century development regarding political power best parallels the sentiments expressed in the excerpt above?

- (A) The Supreme Court's involvement in the Scopes Trial
- (B) The debate over going to war with Korea in 1950
- (C) The decision to use nuclear weapons during World War II
- (D) The question of the constitutionality of certain New Deal programs

Conceptual Multiple-Choice Answers

Question	Correct Answer	Main Practice/Skill Assessed	Learning Objective	Key Concept(s)
1	A	Causation	GEO 1.0	4.3.II
2	B	Analyzing historical evidence	GEO 1.0	4.3.II
3	D	Causation	POL 2.0, WXT 1.0	4.3.II
4	C	Contextualization	NAT 2.0	4.1.I
5	B	Analyzing historical evidence	NAT 2.0	4.1.I
Bonus 1	D	Comparison	POL 3.0	7.1.III