

Applied Practice in

AP U.S. History* *Period 6: 1865-1898*

RESOURCE GUIDE

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APPLIED PRACTICE
AP* U.S. History Resource Guide
Period 6: 1865-1898

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Short Answer Question 1

Key Concept: 6.2.I

Learning Objective: MIG 1.0, NAT 4.0

Main Skill Assessed: Argumentation, Analyzing Historical Evidence

(A) Explain one difference between the two excerpts.

- Cornish and Hughes focus on the immigrants' inability and/or unwillingness to assimilate into American society, while Boller and Tilford tend to emphasize how well they assimilated into American society and culture.
- Cornish and Hughes emphasize the fears of nativists that immigrants would undermine American democracy.
- Cornish and Hughes are writing during the Great Depression, when immigrants were seen as competition for scarce jobs and resources, and shortly after the anti-immigrant era of the 1920s, which was defined by the Red Scare and anti-immigration legislation, which will make their tone more negative toward immigration
- Boller and Tilford are writing after World War II and in the early stages of the Civil Rights Movement, which will make them somewhat more positive in their outlook toward immigration
- Cornish and Hughes focus on immigrants themselves, while Boller and Tilford focus on the impact of second generation immigrants who were born in the United States
- Cornish and Hughes focus on the role played by public schools in making assimilation possible. The fact that these are both school textbooks could play into that point of view.

(B) Explain one piece of evidence from the period 1877 to 1898 not mentioned in either excerpt that would support the assertions made by Cornish and Hughes.

- The excerpt emphasizes that nature of Second Wave immigration, primarily from southern and eastern Europe, which was often linguistically, culturally, and religiously different from the earlier immigration from northern and western Europe
 - This group was made up of more Italians, Poles, Greeks, Russians, Slavs, and Jewish people
 - Discussion of the Irish being part of this immigration would be non-responsive to the question
- These immigrants tended to congregate in ethnic neighborhoods in large port cities, establishing "Little Italys" and "Little Warsaws"
- These groups made up a significant portion of the labor force in urban factories

- The association of these immigrant groups with communism, socialism, and anarchism played into popular fears of their influence
 - Immigrants became a big part of the political machines that ran urban cities, like Tammany Hall in New York, which led to government corruption
 - There were mixed responses to these groups from organized labor, as unions sought to integrate them as members while restricting the number of immigrants being allowed to come into the United States
 - The association of immigrant groups with violent labor uprisings like the Haymarket Square Riot, the Homestead Strike, and the Pullman Strike would damage the reputations of both immigration and organized labor
 - The Knights of Labor were the first to try to organize immigrant groups; the American Federation of Labor, which supported more skilled workers, opposed immigration
 - While European immigrants on the East Coast were often addressed with mistrust, Chinese immigrants on the West Coast found themselves rejected by the Chinese Exclusion Act
 - Other examples addressed in class may apply
- (C) Explain one piece of evidence from the period 1877 to 1898 not mentioned in either excerpt that would support the assertions made by Boller and Tilford.
- Immigrants sent their children to public schools, where they learned English and were taught American customs
 - Immigrants became part of the consumer culture of the turn of the century, fueling the rise of the urban economy and a certain level of cultural uniformity
 - Political machines helped immigrants settle into American cities and mobilized them to be politically active
 - Reformers like Jane Addams established settlement houses that offered English language classes and cultural opportunities to immigrants to help them assimilate into American culture
 - The rise of mass media helped homogenize American culture, thus allowing immigrants to more easily embrace it
 - Other examples addressed in class may apply

Multiple-Choice Questions

Conceptual Multiple-Choice Questions

Questions 1-2 refer to the following document.

“Legislation can neither plow nor plant. The intelligent, practical, and successful farmer needs no aid from the Government. The ignorant, impractical, and indolent farmer deserves none. It is not the business of Government to legislate in behalf of any class of citizens because they are engaged in any specific calling, no matter how essential the calling may be to the needs and comforts of civilization. Lawmakers cannot erase natural laws nor restrict or efface the operation of economic laws. It is a beneficent arrangement of the order of things and the conditions of human life that legislators are not permitted to repeal, amend, or revise the laws of production and distribution.”

J. Sterling Morton, *Report of the Secretary of Agriculture*, 1896

1. The passage above was most likely a reaction to which of the following events?
 - (A) The continual promotion of *laissez faire* governmental policies by farmers
 - (B) Improvements in mechanization that consistently increased the price of crops
 - (C) The farmers’ demands that tariffs rates be raised to keep the price of manufactured goods low
 - (D) The creation of agrarian activist groups who called for a stronger governmental role in regulating the American economic system
2. Which of the following groups would have most likely opposed the sentiments expressed in the passage above?
 - (A) Social Darwinists
 - (B) The Populist Party
 - (C) The Republican Party
 - (D) The Know-Nothing Party

BONUS QUESTION #1

Supporters of the sentiments expressed in the document above will later oppose the implementation of

- (A) the Marshall Plan
- (B) the New Deal
- (C) the Civil Rights Act of 1964
- (D) the tax and deregulation policies of Ronald Reagan

Questions 3-4 refer to the cartoon below.



3. The cartoon above is best understood in the context of
- (A) an urban atmosphere where access to power was unequally distributed
 - (B) African-American reformers' continued fight for political and social equality
 - (C) increasing public debates over the role of government in industry
 - (D) consolidation of corporations into large trusts

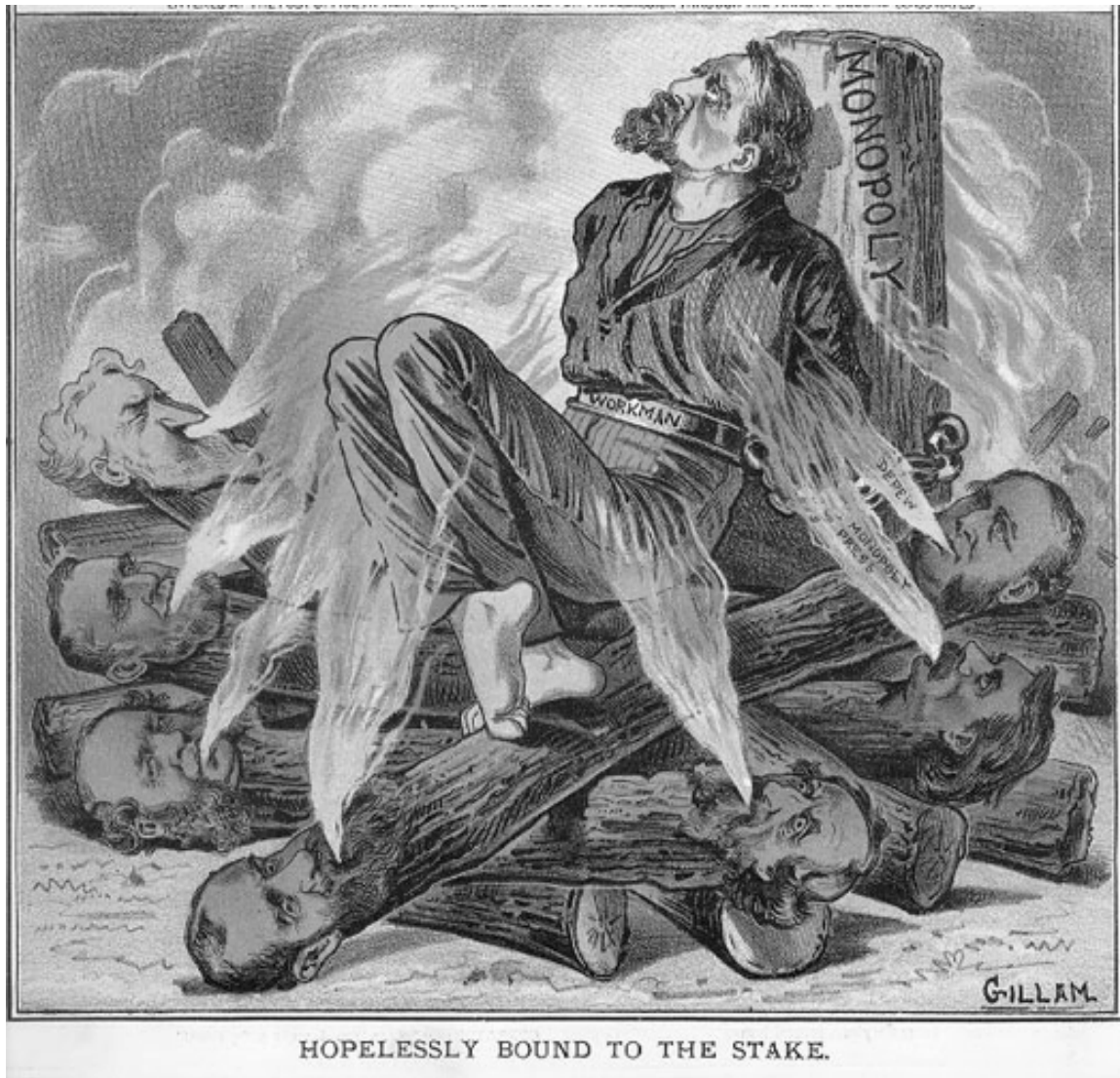
4. Political machines thrived because they
- (A) were able to maintain power exclusively through legal means
 - (B) attracted farmers' cooperative groups to their cause
 - (C) provided newly arrived immigrants with social services
 - (D) targeted the middle class almost exclusively in their bid for votes

BONUS QUESTION #2

The creator of the illustration above would most likely have supported which of the following twentieth-century groups?

- (A) Preservationists who responded to the overuse of natural resources
- (B) Progressive era journalists who attacked political corruption
- (C) Imperialists who supported expansion because of economic opportunity
- (D) Isolationists who supported restrictions on immigration to the United States

Questions 5-7 refer to the cartoon below.



Hopelessly Bound to the Stake, Bernard Gillam in *Puck* magazine, 1883

5. The cartoon above is indicative of which of the following?
- (A) The debate over capital punishment during the Gilded Age
 - (B) Labor and management's battle over wages and working conditions
 - (C) The government's attempt to bring big business under control
 - (D) Support for *laissez faire* policies regarding the economy

6. During the Gilded Age, workers will respond to harsh working conditions by
 - (A) leaving the East for the South in large numbers
 - (B) demanding more aggressive *laissez faire* policies from the government
 - (C) accepting and promoting the idea of Social Darwinism within the workplace
 - (D) organizing local and national unions to confront business leaders

7. During the second half of the nineteenth century, the industrial workforce
 - (A) shrank due to more efficient methods of production
 - (B) experienced a decrease in real wages and standard of living
 - (C) expanded and became more diverse due to international immigration
 - (D) became employee owners of companies due to new profit-sharing programs

Review Multiple-Choice Questions

1. Which of the following best illustrates government support for the construction of the first transcontinental railroad?
 - (A) Eliminating limits on immigration from China
 - (B) Exchanging Union Pacific stock for federal bonds
 - (C) Creating the Credit Mobilier construction company
 - (D) Granting thousands of acres of public lands to the railroads

2. In post-Civil War America, American Indians surrendered their land only when
 - (A) they were convinced that the land they were being offered were superior to the land they already had
 - (B) they received solemn promises from the government that they would be left alone and provided with supplies
 - (C) the whites killed all of their horses
 - (D) they were allowed to live on reservations

3. The Morrill Act of 1862
 - (A) established women's colleges such as Vassar
 - (B) required compulsory school attendance through high school
 - (C) granted public lands to states to support higher education
 - (D) mandated racial integration in public schools

4. The Homestead Act (1862) gave settlers ownership of 160 acres of land as long as they could prove that they had
 - (A) no title to land anywhere else in the United States
 - (B) paid a small yearly fee to the government for five years out of their profits from farming the land
 - (C) no intention of selling the land for a profit to speculators
 - (D) "improved" the land by converting it to farm land and built a house on it in which they lived

5. Western farmers generally grew cash crops instead of food with which they could feed their families because
 - (A) the profits from wheat or corn covered the expense of farm operations
 - (B) this helped them compete with the growing number of factory farms
 - (C) they needed more crops to feed their livestock
 - (D) eastern markets were demanding these types of crops

6. The main goal of reformers like Helen Hunt Jackson was to
 - (A) create a system of schools for American Indian children
 - (B) preserve American Indian culture
 - (C) keep white settlers from encroaching on reservation lands
 - (D) provide American Indians with 160-acre homesteads

7. The “Crime of 1873” was the name given by westerners to the
 - (A) blatant fraud exposed in the 1872 presidential election
 - (B) Bland-Allison Silver Purchase Act
 - (C) revelations of the Credit Mobilier railroad construction scandal
 - (D) decision by Congress to stop the coinage of silver

8. Which of the following was the main issue in *Munn v. Illinois*?
 - (A) Suppression of a major strike by the federal government
 - (B) Monopolistic practices of the Standard Oil Company
 - (C) State regulation of grain elevator operators and railroad rates
 - (D) State regulation of labor unions

9. Which of the following was a problem unique to farmers on the Great Plains?
 - (A) Very little timber to build homes and fences
 - (B) Close contact with American Indians
 - (C) Cultural differentiation from the East
 - (D) Problems with cash flow

10. The open range era of cattle ranching, including cattle drives, was especially hindered by
- (A) the expansion of the railroads
 - (B) sheep ranchers who competed with cattle ranchers for land
 - (C) droughts that reduced the number of cattle raised
 - (D) vast territory being turned into farm and ranch land
11. Which of the following statements is most accurate about the mining towns of the West?
- (A) They were stable, peaceful communities.
 - (B) They had an almost equal number of male and female residents.
 - (C) Many of them have survived until today.
 - (D) When ore deposits ran out, they often were abandoned by their residents.
12. The phrase “the closing of the frontier” refers to the end of the nineteenth century, when the West
- (A) was settled enough that it no longer offered unlimited land and social freedom
 - (B) no longer appealed to Americans as a land of opportunity
 - (C) became associated in Americans’ minds with violence and Indian Wars
 - (D) no longer held any territories—they had all become states
13. The most important cause of agrarian discontent in the United States in the last quarter of the nineteenth century was the
- (A) end of free land provided by the federal government
 - (B) end of Republican Party efforts to woo the farm vote
 - (C) exhaustion of the soil by inefficient farming methods
 - (D) exploitation of farmers by the railroads
14. The person most likely to have supported the candidacy of William Jennings Bryan in 1896 was a(n)
- (A) farmer in Nebraska
 - (B) railroad owner in California
 - (C) dry goods store owner in Philadelphia
 - (D) eastern bank executive

Conceptual Multiple-Choice Answers

Question	Correct Answer	Main Practice/Skill Assessed	Learning Objective	Key Concept(s)
1.	D	Causation	WXT 3.0, POL 3.0	6.1.III
2.	B	Analyzing Historical Evidence	WXT 3.0, POL 2.0	6.1.III
Bonus 1	B	Analyzing Historical Evidence	POL 3.0	7.1.III
3.	A	Contextualization	POL 1.0, MIG 1.0	6.2.I
4.	C	Causation	MIG 1.0	6.2.I
Bonus 2	B	Analyzing Historical Evidence	POL 2.0	7.1.II
5.	B	Analyzing Historical Evidence	WXT 2.0	6.1.II
6.	D	Causation	WXT 2.0	6.1.II
7.	C	Causation	WXT 1.0	6.1.II

Review Multiple-Choice Answers

Question	Answer
1	D
2	B
3	C
4	D
5	D
6	B
7	D
8	C
9	A
10	D
11	D
12	A
13	D
14	A