

Applied Practice
in

AP U.S. History*
Period 7A: 1890-1945

RESOURCE GUIDE

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APPLIED PRACTICE
AP* U.S. History Resource Guide
Period 7A: 1890-1945

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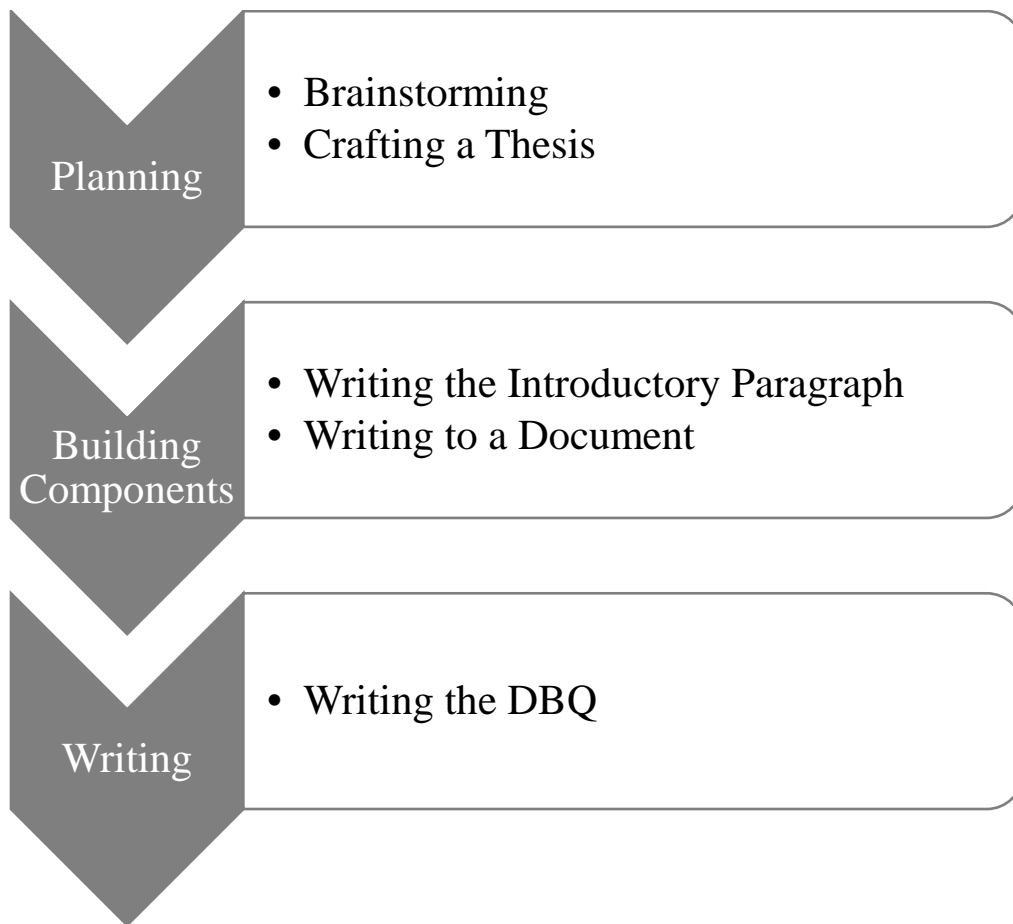
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The DBQ Writing Process

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: Using the documents and your knowledge of the time period 1800 to 1912, explain how American expansion in the 1890s represented both changes and continuities in United States foreign policy.

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

Key Concept: 4.3, I; 5.1, I; 6.2, II; 7.3, I

Learning Objective: NAT-3.0; WOR-2.0, MIG-2.0, WOR-1.0

Document	Content	Explains the significance of point of view, purpose, context, and/or audience by elaborating on examples such as the following:
1. Maps	<ul style="list-style-type: none"> • Illustrates the acquisition of land by the United States in the first and second half of the 19th century • Represents Change • Demonstrates geographic distribution of expansion 	<ul style="list-style-type: none"> • Depicts the change or difference in the eras of expansion over the course the 19th century (Purpose) • Early American expansion was exclusively contiguous while the expansion of the late 1800s was almost exclusively non-contiguous (Historical Context)
2. Jackson’s Message to Congress	<ul style="list-style-type: none"> • President Jackson defends his position on Indian Removal • Represents Continuity • Represents issues of race 	<ul style="list-style-type: none"> • Public opinion strongly favored Indian removal due to the desire for more land to grow cotton (Historical Context) • Jackson was a southerner and a slave owner; therefore, he would support most measures that expand slavery and cotton production (POV) • Jackson removed the Native Americans despite the Supreme Court’s rulings that protected the tribes’ right to their land (Historical Context) • This represents continuity because it is an example of relocating native people, which the U.S. will replicate in later expansion in the Philippines. (Historical Context)

Document	Content	Explains the significance of point of view, purpose, context, and/or audience by elaborating on examples such as the following:
3. William Gilpin	<ul style="list-style-type: none"> • Gilpin explains why Americans should expand across the continent • Represents Continuity • Represents pro-expansion mentality tied to American superiority 	<ul style="list-style-type: none"> • Gilpin is encouraging and defending white, Christian Americans' dominance of the North American continent (Purpose) • He is alluding to America's "Manifest Destiny" to settle coast to coast (Historical Context) • Manifest Destiny became the mantra during the 1830s and 40s and was used to justify America's role in the Mexican-American War (Historical Context) • This represents continuity because Jingoists in the late 19th century such as Beveridge and Josiah Strong will use this same philosophy to justify expansion beyond U.S. borders (Historical Context)
4. Thomas Corwin	<ul style="list-style-type: none"> • Corwin is venting his bitterness and opposition to American actions regarding the Mexican-American War • Represents Continuity • Represents opposition to expansion 	<ul style="list-style-type: none"> • Corwin's goal is to shame the U.S. government for provoking a war with Mexico (Purpose) • Corwin is from Ohio and a Conscience Whig who sees this war as an attempt to expand slavery (POV) • Many Whigs in Congress, including Lincoln, demanded Spot Resolutions to determine if American blood was truly spilled on American soil (Historical Context) • This represents continuity because Corwin's argument is essentially the same as that of the members of the Anti-Imperialist League that will oppose U.S. expansion in the late 19th century (Historical Context)

Short Answer Questions

Question 1: Use the documents below to answer A, B, and C.

The American people launched themselves into the war with an emotional hysteria that can only be understood by realizing the power of propaganda in generating common action by a nation under belligerent conditions. Those who did not accept the war ideology were usually few in number and always quite impotent...

There will, of course, never be any agreement on the percentage of influence which British propaganda had on bringing about the decision of April 6, 1917. It was not the cause of American entrance into the World War. But that it was a cause, and a powerful one, it seems impossible for the historian today to deny.

James Duane Squires, *British Propaganda at Home and in the United States*, 1935

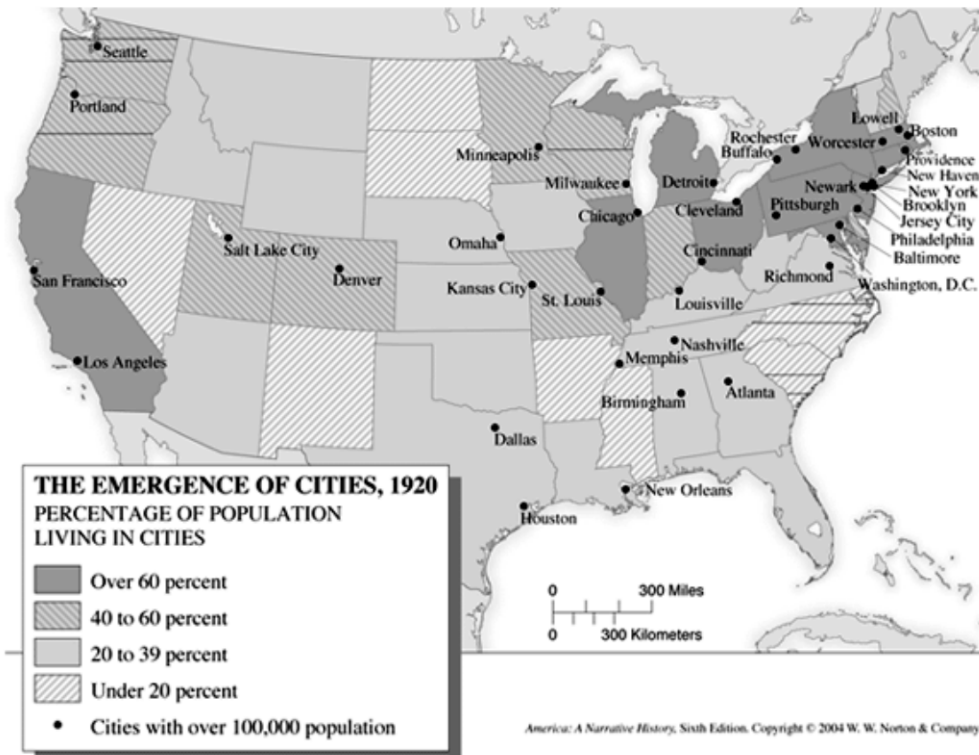
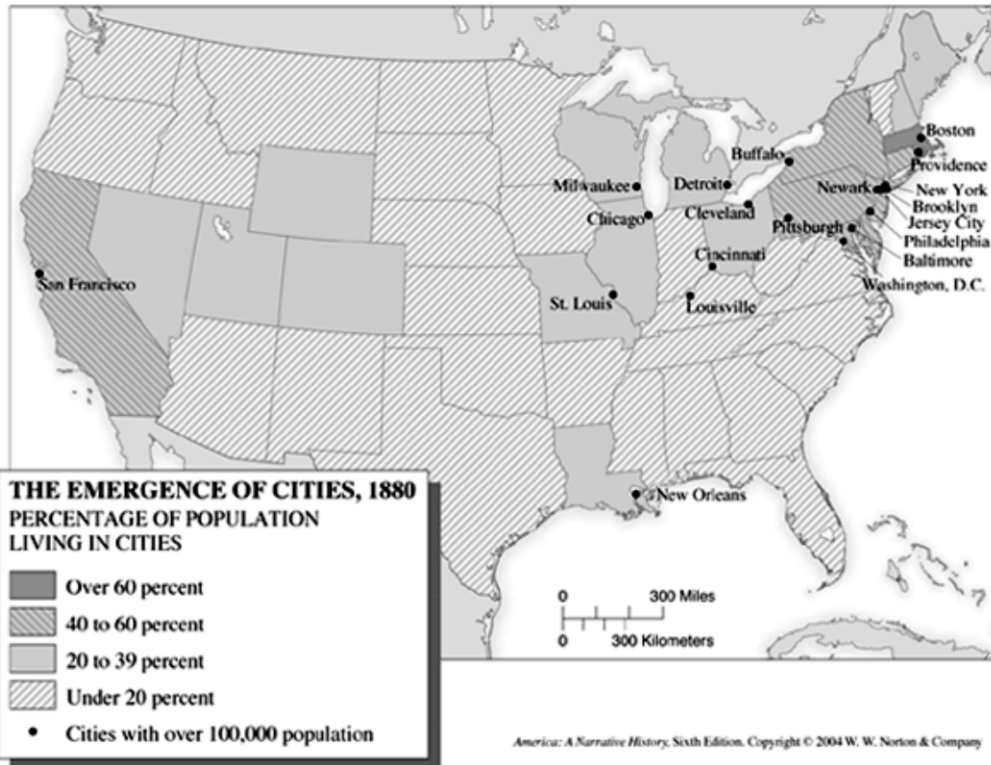
There can be no doubt that both sets of belligerents had flagrantly violated American rights – or what the State Department declared were American rights. Throughout the entire period of neutrality the Allies did so more consistently than Germany. Why, then, did America not fight them? Why did she not declare war against both groups of belligerents, just as it had been proposed that she fight both Great Britain and France in 1812?

The basic reason appears to have been that Allied practices hurt only American property rights. The United States could lodge protests, and perhaps collect damages when the war was over.

Thomas A. Bailey, *Diplomatic History of the United States*, 1946

- (A) Briefly explain one difference between the interpretations of Squires and Bailey regarding American involvement against Germany in World War I.
- (B) Briefly explain one piece of evidence from the period 1910 to 1920 not explicitly mentioned in either excerpt that would support the assertions made by Squires.
- (C) Briefly explain one piece of evidence from the period 1910 to 1920 not explicitly mentioned in either excerpt that would support the assertions made by Bailey.

Question 2: Use the maps below to answer A, B, and C.



Multiple-Choice Questions

Conceptual Multiple-Choice Questions

Questions 1 and 2 refer to the cartoon below.



The Fool Pied Piper, Puck Magazine, 1909

1. Which of the following events most directly contributed to the attitudes expressed in the cartoon above?
 - (A) The Progressive attempt to clean up American cities at the beginning of the 19th century
 - (B) The increased demand for labor during both World War I and World War II
 - (C) The destruction of Europe during World War I
 - (D) Massive immigration to the United States' at the end of the 19th century and in the early 20th century

2. The creator of the illustration above would most likely have supported which of the following?
- (A) The passage of quotas that restricted immigration to the United States, especially from southern and eastern Europe
 - (B) More Jim Crow laws, especially in the North where most African Americans now lived
 - (C) America’s participation in the Spanish-American War
 - (D) More manufacturing jobs in the United States that would encourage further immigration to the United States

Questions 3 and 4 refer to the excerpt below.

“Lord our Father, our young patriots, idols of our hearts, go forth into battle — be Thou near them! With them — in spirit — we also go forth from the sweet peace of our beloved firesides to smite the foe. O Lord our God, help us tear their soldiers to bloody shreds with our shells; help us to cover their smiling fields with the pale forms of their patriot dead; help us to drown the thunder of the guns with the shrieks of their wounded, writhing in pain; help us to lay waste their humble homes with a hurricane of fire; help us to wring the hearts of their unoffending widows with unavailing grief; help us to turn them out roofless with their little children to wander unfriended in the wastes of their desolated land in rags and hunger and thirst, sports of the sun flames in summer and the icy winds of winter, broken in spirit, worn with travail, imploring thee for the refuge of the grave and denied it —

For our sakes who adore Thee, Lord, blast their hopes, blight their lives, protract their bitter pilgrimage, make heavy their steps, water their way with their tears, stain the white snow with the blood of their wounded feet!

We ask it, in the spirit of love, of Him Who is the Source of Love, and Who is the ever-faithful refuge and friend of all that are sore beset and seek His aid with humble and contrite hearts. Amen.”

The War Prayer, Mark Twain, member of the Anti-Imperialist League, 1900

3. The excerpt above is best understood in the context of
- (A) America’s economic struggles before and during the Great Depression
 - (B) America’s attempt to suppress a nationalist movement in the Philippines following the Spanish-American War
 - (C) the debate over America’s involvement in World War I and the peace negotiations that followed
 - (D) threats to freedom of speech in the early 20th century

4. Anti-Imperialists, such as Twain, would most likely agree with which of the following?
- (A) The United States government's policies toward Native Americans
 - (B) America's involvement in World War I
 - (C) The tradition of isolationism regarding American foreign policy
 - (D) America's involvement in organizations such as the League of Nations

Questions 5-8 refer to the painting below.



The Migration Series Panel I, Jacob Lawrence, 1940.

5. Which of the following factors was most responsible for creating the conditions depicted in the image above?
- (A) Increased demand for war production and labor during World War I and World War II
 - (B) Political controversies regarding gender roles and religion
 - (C) The division between the Democratic Party and third parties regarding race relations in the North
 - (D) The creation of a national culture due to new forms of mass media

6. The image above is best understood in the context of which of the following?
- (A) The American victory in the Spanish-American War
 - (B) The success of Reconstruction policies such as the Freedmen's Bureau
 - (C) The end of segregationist policies following the *Plessy v. Ferguson* decision in the mid-1890s
 - (D) The Great Migration during and after World War I
7. Which of the following most directly supports the assertion expressed in the image above?
- (A) Migration to the United States from Mexico increased despite contradictory government policies toward Mexican immigration.
 - (B) African Americans left the South to escape segregation, violence, and limited economic opportunity.
 - (C) African Americans had a negative response to the New Deal and most Democratic policies during the Great Depression.
 - (D) The population in American cities declined following both World War I and World War II.
8. Which of the following was most likely a significant result of the sentiments depicted in the image above?
- (A) The restrictions on freedom of speech during World War I, such as the Sedition Act
 - (B) The debate over gender roles that will erupt during and immediately following World War I
 - (C) The rise of new forms of art and literature such as the Harlem Renaissance
 - (D) The economic instability caused by the policies of the new Progressive Movement that began in the early 1900s

Review Multiple-Choice Questions

1. Who co-founded, and became the public face of, Hull House in Chicago in 1889?
 - (A) Jane Addams
 - (B) Elizabeth Cady Stanton
 - (C) Susan B. Anthony
 - (D) Lucretia Mott
2. Nativists were
 - (A) white Californians who wanted to stop Irish immigration before they could reach the Pacific
 - (B) people born in the United States who wanted to stop immigration
 - (C) people who wanted to promote the rights of Native Americans
 - (D) an offshoot of the Ku Klux Klan who focused on Chinese intimidation
3. The purpose of Hull House, founded in Chicago in 1889, was to
 - (A) bring the rich and the poor together to live in the same neighborhoods
 - (B) teach immigrant women the skills of modern American housewives
 - (C) provide education for immigrant children whose parents worked in factories
 - (D) provide a place for recent immigrants to live
4. Which of the following were the strongest drivers of the New Immigration?
 - (A) Disease and unemployment
 - (B) Famine due to the potato blight
 - (C) Opportunities to gain better forms of employment
 - (D) Europe's lagging woefully behind in industrialization
5. The amendment that gave women the right to vote in 1920 was the
 - (A) Twenty-First Amendment
 - (B) Twentieth Amendment
 - (C) Eighteenth Amendment
 - (D) Nineteenth Amendment

6. The investigative journalism movement, whose most famous writers were known as “muckrakers,” was supported by big newspaper publishers because it
 - (A) attracted millions of readers
 - (B) never resulted in actual reform
 - (C) did a great public service
 - (D) captured the spirit of the times

7. Which of the following women advocated birth control and formed a lobbying group that became Planned Parenthood?
 - (A) Carrie Nation
 - (B) Elizabeth Cady Stanton
 - (C) Margaret Sanger
 - (D) Susan B. Anthony

8. This famous author of *The Jungle*, who wanted better conditions for workers, said, “I aimed at the public’s heart, and by accident I hit it in the stomach”:
 - (A) Robert LaFollette
 - (B) Mark Twain
 - (C) Henry James
 - (D) Upton Sinclair

9. The civil rights organization founded in 1905 to oppose segregation and to remove obstacles preventing black men from exercising their right to vote was the
 - (A) Niagara Movement
 - (B) Tuskegee Association
 - (C) NAACP
 - (D) Congressional Black Caucus

10. In a referendum,
 - (A) voters are allowed to introduce laws through petitions
 - (B) citizens vote to approve or reject a proposed law, or put an existing law to a vote
 - (C) candidates are chosen by voters rather than by party members at a convention
 - (D) voters elect five commissioners to head public departments

Conceptual Multiple-Choice Answers

Question	Correct Answer	Main Practice/Skill Assessed	Learning Objective	Key Concept(s)
1	D	Causation	MIG 1.0	7.2.II
2	A	Analyzing Historical Evidence	MIG 1.0	7.2.II
3	B	Contextualization	WOR 2.0	7.3.I
4	C	Analyzing Historical Evidence	NAT 3.0	7.3 I
5	A	Causation	MIG 2.0	7.2.II
6	D	Contextualization	MIG 2.0	7.2.II
7	B	Analyzing Historical Evidence	MIG 2.0	7.2.II
8	C	Causation	CUL 4.0	7.2.I

Review Multiple-Choice Answers

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