

Applied Practice in

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

RESOURCE GUIDE

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

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THE DBQ WRITING PROCESS

Brainstorming

First and foremost, you need to realize one simple truth: *It is impossible to write a good essay on a topic about which you know nothing.* While this lesson will address writing style, every rubric requires that you integrate specific, detailed information into your essay; there is no substitute for actually knowing the content.

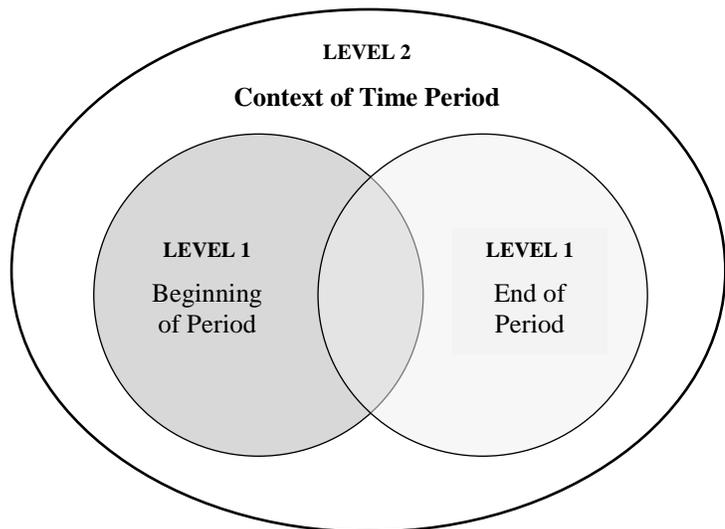
Approach the question by doing the following:

- 1. Read the question or prompt carefully and break it down.** Answering the question will be the central focus of your essay. Read the question *three* times and be able to paraphrase what the question is asking and what type of question (Causation, Continuity and Change over Time, or Comparison) it is.

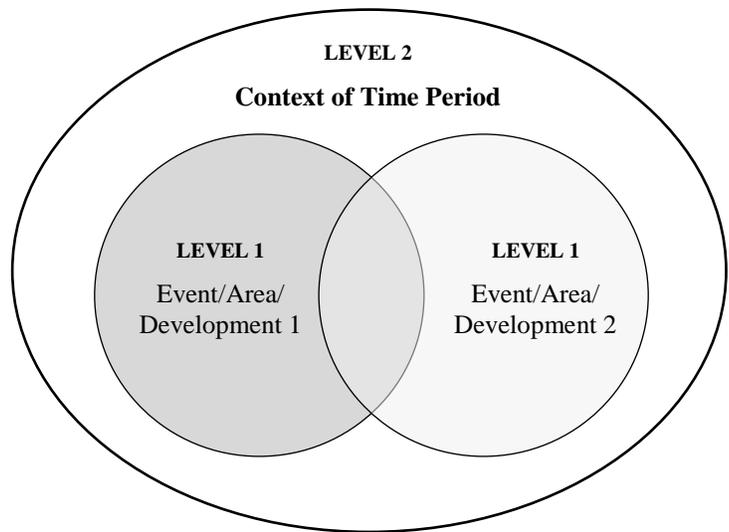
Once you have established what the question is asking you to do,

- Look for a time period, points asked for, etc. Make sure you are aware of the entire question.
 - Look for words in the question that need defining. Often, how you define key terms in the question shapes how you answer the question.
 - Look for ways to answer the question in a sophisticated manner; not with a simple yes or no, or right or wrong. While it is more comfortable to stick with black and white, as historians we must learn to embrace the gray. Look for multiple points of view.
- 2. Brainstorm on paper everything that comes to mind regarding the topic at hand.** Think of your brainstorm on two levels:

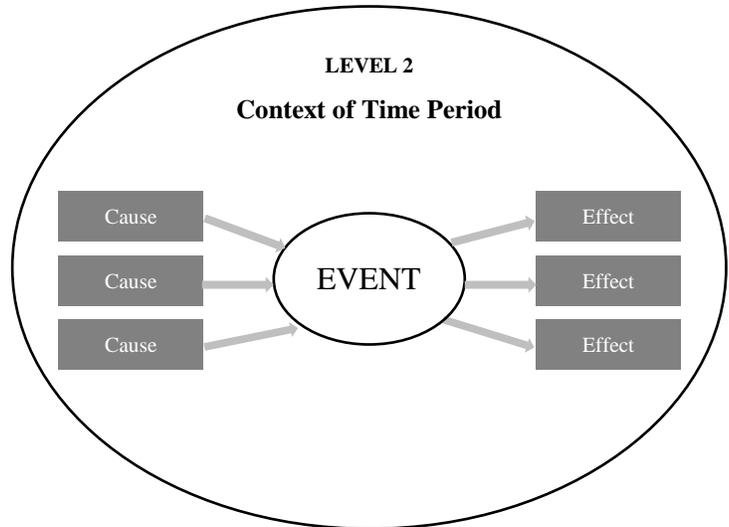
Continuity and Change over Time



Comparison



Causation/ Contextualization



- Start with Level 1: What do you know about this particular topic in this particular time period/place? Looking at each of the diagrams above should remind you that you will need to consider multiple elements in your brainstorm: continuities *and* changes, similarities *and* differences, causes *and* effects.
 - Next, Level 2: What do you know about the time period and the time period directly preceding it? Where did this topic come from? What else is going on in this period? How do the events of this time period influence the topic at hand? How does the topic at hand influence or reflect the time period? In short, how does the topic addressed in the question fit into the *context* of the time period? Being able to explain how the time period influenced the question at hand is important to developing historical understanding.
- 3. Organize your Level 1 information into two to three categories that you can develop into body paragraphs. Establish connections between your Level 1 and Level 2 brainstorms.**

Document Based Question

Suggested Reading Time: 15 minutes

Suggested Writing Time: 45 minutes

Directions: This DBQ is based on the accompanying documents. The documents have been edited for this exercise.

In your response, you should do the following:

- **Thesis:** Respond to the prompt by making a historically defensible evaluative claim that establishes a line of reasoning. The thesis must consist of one or more sentences located in one place.
- **Contextualization:** Describe a broader historical context relevant to the prompt by relating the topic of the prompt to broader historical events developments or processes that occurred before or during or continue(d) after the time frame of the question.
- **Use of Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument. This should involve accurate explanation of the documents and their relevance rather than simply quoting the content of the documents.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least three documents.
- **Analysis:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

Question:

In what ways and to what extent did policymakers' response to the Great Depression transform the U.S. into a limited welfare state?

Document 1

Source: *A Wise Economist Asks a Question*, John McCutcheon in the *Chicago Tribune*, 1931.



Document 2

Source: Franklin Roosevelt, Second Fireside Chat, 1933.

First, we are giving opportunity of employment to one-quarter of a million of the unemployed, especially the young men who have dependents, to go into the forestry and flood-prevention work. This is a big task because it means feeding, clothing and caring for nearly twice as many men as we have in the regular army itself. In creating this civilian conservation corps we are killing two birds with one stone. We are clearly enhancing the value of our natural resources, and we are relieving an appreciable amount of actual distress.

Second, I have requested the Congress and have secured action upon a proposal to put the great properties owned by our Government at Muscle Shoals to work after long years of wasteful inaction, and with this a broad plan for the improvement of a vast area in the Tennessee Valley. It will add to the comfort and happiness of hundreds of thousands of people and the incident benefits will reach the entire Nation...

...Our next step in seeking immediate relief is a grant of half a billion dollars to help the States, counties and municipalities in their duty to care for those who need direct and immediate relief.

Document 3

Source: Huey Long, Excerpt from a radio address, 1934.

Every man a king, so there would be no such thing as a man or woman who did not have the necessities of life...

We have to limit fortunes. Our present plan is that we will allow no one man to own more than \$50 million. We think that with that limit we will be able to carry out the balance of the program. It must be necessary, in working out plans, that no man's fortune would be more than \$10 million or \$15 million. But be that as it may, it will still be more than any one man, or any one man and his children and their children, will be able to spend in their lifetimes; and it is not necessary or reasonable to have wealth piled up beyond that point where we cannot prevent poverty among the masses.

Multiple-Choice Questions

Conceptual Multiple-Choice Questions

Questions 1-3 refer to the excerpt below.

“Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

Hand in hand with this we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities. It can be helped by preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms. It can be helped by insistence that the Federal, State, and local governments act forthwith on the demand that their cost be drastically reduced...

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order: there must be a strict supervision of all banking and credits and investments, so that there will be an end to speculation with other people’s money; and there must be provision for an adequate but sound currency.”

Franklin Roosevelt, First Inaugural Address, 1933

1. Which of the following events most directly contributed to the attitudes expressed in the excerpt above?
 - (A) The Japanese attack on Pearl Harbor
 - (B) The Great Depression
 - (C) The Progressive Movement
 - (D) The Spanish-American War
2. Which of the following groups most strongly opposed the sentiments expressed in the excerpt above?
 - (A) Liberal members of the Supreme Court in the 1930s
 - (B) The unemployed
 - (C) Conservative members of Congress
 - (D) Members of labor unions

3. Which of the following most likely resulted from the beliefs described in the passage above?
- (A) The end of unemployment in America prior to the start of World War II
 - (B) The Supreme Court's unequivocal support of Roosevelt's New Deal
 - (C) The end of direct relief programs to individuals
 - (D) The long-term political realignment in which African Americans identified with the Democratic Party

Questions 4 and 5 refer to the excerpt below.

“Let the blare of Negro jazz bands and the bellowing voice of Bessie Smith singing the Blues penetrate the closed ears of the colored near-intellectuals until they listen and perhaps understand. Let Paul Robeson singing *Water Boy*, and Rudolph Fisher writing about the streets of Harlem, and Jean Toomer holding the heart of Georgia in his hands, and Aaron Douglas's drawing strange black fantasies cause the smug Negro middle class to turn from their white, respectable, ordinary books and papers to catch a glimmer of their own beauty. We younger Negro artists who create now intend to express our individual dark-skinned selves without fear or shame. If white people are pleased we are glad. If they are not, it doesn't matter. We know we are beautiful. And ugly too. The tom-tom cries and the tom-tom laughs. If colored people are pleased we are glad. If they are not, their displeasure doesn't matter either. We build our temples for tomorrow, strong as we know how, and we stand on top of the mountain, free within ourselves.”

Langston Hughes, *Negro Artist and the Racial Mountain*, 1926

4. The excerpt above is best understood in the context of
- (A) post-Civil War Reconstruction and the sharecropping system that developed as a result.
 - (B) the passage of Civil Rights legislation such as the Voting Rights Act of 1964
 - (C) pre-World War II isolation and the preservation of American culture
 - (D) the migration of African Americans during and after World War I to escape the racial violence and segregation of the South

5. The rise of mass media impacted the trend described in the document above by
- (A) producing an increasingly uniform “American” culture
 - (B) allowing for greater awareness of regional cultures
 - (C) allowing African-American artists and musicians to become wealthy
 - (D) discouraging migration to urban centers by making urban culture available in rural areas

Questions 6 and 7 refer to the cartoon below.



Pease, Newark News, 1920

53. The United States government's forced "relocation" of all Japanese-Americans in California to internment camps in 1942 was ironic because
- (A) it was an undemocratic act by a government fighting against fascism in the name of democracy
 - (B) Japanese-Americans in California were unlikely to support Japan in the war because they had been persecuted in Japan
 - (C) Japanese-Americans had offered to help the United States government spy on Japan through their connections back home
 - (D) the United States government did not intern Italians or Germans although the country was also at war with those two countries
54. The Allied victory at Midway in June 1942 was critically important because
- (A) the Japanese lost almost all of the dozens of ships they had concentrated on the island
 - (B) the Allies captured thousands of experienced Japanese pilots and soldiers, weakening Japan's fighting power
 - (C) it gave the United States a power base within 200 miles of Japan from which to attack the mainland
 - (D) if the Japanese had conquered the island, their empire would have extended dangerously near the United States
55. The *bracero* program
- (A) set up United States war production factories in Mexico
 - (B) created jobs for Mexican-Americans in the United States
 - (C) allowed United States companies to recruit Mexican workers
 - (D) protected Mexican workers in the United States
56. It was crucial for the Allies to drive the Axis out of North Africa because
- (A) the Axis powers were planning to move west from Libya to British-held Gibraltar and invade neutral Spain from there
 - (B) if the Axis continued to drive eastward across Africa, it would eventually have been able to invade Saudi Arabia and take control of its oilfields
 - (C) with the Axis unable to seal off the Mediterranean, the Allies could open up a second front by attacking Italy from Africa
 - (D) access to the natural resources in North Africa would have fueled the Axis war effort for years

57. The United States, Great Britain, and representatives of Free France met at the Casablanca Conference in January 1943; the strategy they were most likely discussing at that point was
- (A) how to relieve the German sieges at Stalingrad and Leningrad
 - (B) how, when, and where to launch an invasion of Europe
 - (C) the D-Day invasion of northern France
 - (D) whether to use atomic weapons in the Pacific theater
58. The battle of Okinawa was a crucial victory for the Allies in 1944 because
- (A) Okinawa was the closest island to mainland Japan and could serve as a base for the attack on Japan itself
 - (B) they were able to spread out over mainland Japan from this port city, moving toward Tokyo itself
 - (C) Okinawa was the first city on mainland Japan to fall in the Allied attack on Japan
 - (D) the Allied win was a strong blow to the morale of Japanese citizens, who began to lose faith in their war effort
59. An *unstated* reason Congress passed the G.I. Bill of December 1944, which offered returning servicemen and women financial help and a chance to go to college, was to
- (A) avoid the unemployment and social unrest that occurred after World War I
 - (B) help veterans recover from the post-traumatic stress they suffered
 - (C) create a workforce that could help the country recover from the Depression
 - (D) ensure that the United States kept its dominant position in the post-war world
60. After Nagasaki was bombed with atomic weapons,
- (A) Japanese citizens overthrew the Emperor
 - (B) the United States celebrated V-J (Victory in Japan) Day
 - (C) Great Britain protested the use of atomic force on Japan
 - (D) the Emperor of Japan announced the nation's surrender

Conceptual Multiple-Choice Answers

Question	Correct Answer	Main Practice/Skill Assessed	Learning Objective	Key Concept(s)
1	B	Causation	POL 1.0	7.1.III
2	C	Analyzing Historical Evidence	POL 1.0, POL 3.0	7.1.III
3	D	Causation	POL 1.0, POL 3.0	7.1.III
4	D	Contextualization	MIG 2.0	7.2.I
5	C	Causation	CUL 2.0, CUL 4.0	7.2.I

Review Multiple-Choice Answers

Question	Answer
53	A
54	D
55	C
56	C
57	B
58	A
59	A
60	D