

# Applied Practice in

## *Manifest Destiny*

### AP\* United States History Series **RESOURCE GUIDE**

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**APPLIED PRACTICE**  
**Resource Guide**  
*Manifest Destiny*

**Teacher Notes**

A Note for Teachers ..... 5

**Teaching Resources**

Teaching the DBQ ..... 9

Graphic Organizers ..... 27

Teaching Activities and Strategies ..... 33

**Student Practices**

Multiple-Choice Questions ..... 45

Free-Response Questions ..... 69

Document-Based Question ..... 75

**Answer Key and Explanations**

Multiple-Choice Answer Key ..... 89

Multiple-Choice Answer Explanations ..... 93

Free-Response Scoring and Organization ..... 105

Free-Response Peer Evaluation Form ..... 131

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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 in AP United States History* series was designed as an instructional supplement to major units in the AP\* United States History curriculum. As you teach each unit, your students will have the opportunity to practice and to develop those skills required on the exam while mastering course content.

Each book in the series includes:

- 80 multiple-choice questions with detailed answer explanations for each question, 4 free-response questions, and 1 document-based question replicating the format of the AP\* U.S. History exam.
- Graphic organizers designed to aid students in organizing and analyzing course content.
- Creative teaching activities that can be adapted for a wide variety of 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. Information sheets are provided for each free-response essay. These are modeled on the scoring guides provided to readers on the AP\* exam. Teachers may use these information sheets for the purpose of evaluating essays. Graphic organizers are also included for each question to help train students to outline free-response essays.
3. The multiple-choice questions can be used in a variety of ways: warm-up activities, brief quizzes, culminating unit assessments, or test-preparation lessons for the AP\* exam toward the end of year. Because different teachers may emphasize different aspects of the same AP\* U.S. History course outline, it is not suggested that all 80 questions be used in a timed test setting. Instead, teachers should use the questions that best reflect their unique classroom instruction.
4. The free-response questions can be used in a timed setting. Students should be allotted 40 minutes per essay (5 minutes for planning and 35 minutes for writing), the same amount of time given on the AP\* U.S. History Exam. A free-response scoring rubric, modeled on the AP generic scoring rubric, has been included in the resource guide materials.
5. Students should be given guidance in their early practices until they become more familiar with terminology, format, and question types used on the exam. Later, students can work more independently.

6. The Teaching Activities section will help instructors create classroom activities that are engaging for students while they focus on the content and skills needed to be successful on the AP\* U.S. History exam.

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

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## Teaching the DBQ

*Students can work on this question alone or may be divided into partnerships or groups of three. As students become more comfortable with the format, they should be encouraged to work alone.*

1. Give students 20 minutes to analyze and summarize briefly the important point(s) in each document. Students should make a three-column chart on a separate piece of paper as they examine the documents. In the column on the left they should note the letter of the document and its author or source. They should briefly scan all the documents.
2. Then students should go back and consider the documents more carefully. Questions they should ask themselves in creating their quick summary-analysis of each document are:
  - a. What is the writer saying? What's the point?
  - b. Why is the writer saying this? To whom is (s)he addressing this?
  - c. What is the writer's frame of reference? What do I know about the writer that will help explain what and why this is being written?
  - d. What is the source of this document? Is it from a newspaper? A personal diary? A court proceeding?
  - e. If the document is a chart, graph, or map, or from a secondary source, the student should ask why this information is being included. Again, what's the point?

The answers to these questions are placed in the middle column.

*Students will use this essential information later in the context of their essay.*

A sample graphic organizer is provided for the teacher to use later in pooling the information from the class as a whole.

3. In the process of analysis, students will recall background information. This factual information can include the names of people, places, and events in colonial history, which help to clarify and understand what the document is saying. This information should be listed in the third column.

*Students will use these facts later in constructing their essays.*

The teacher will continue to guide the completion of the graphic organizer based on student input.

**Directions:** Choose the best answer for each question.

1. Who is known as the “Manifest Destiny President”?
  - (A) Franklin Pierce
  - (B) Abraham Lincoln
  - (C) Andrew Jackson
  - (D) James K. Polk
  - (E) Zachary Taylor
  
2. Between 1800 and 1850
  - (A) the United States doubled in size, and its economy did not grow or change
  - (B) the United States saw a large influx of immigrants from Russia and Italy
  - (C) the United States remained roughly the same size
  - (D) the southern part of the United States came to dominate politics
  - (E) the United States tripled in size and saw its population and economy grow immensely
  
3. Why did the United States make the Gadsden Purchase in 1853?
  - (A) To add land for a possible transcontinental railroad
  - (B) To add more land for a new slave state
  - (C) To appease those who wanted all of Mexico
  - (D) To fulfill the Monroe Doctrine
  - (E) To spread democracy
  
4. The idea of a “slave power”
  - (A) signaled the start of the Confederacy in the months preceding the Civil War
  - (B) scared many in the North into believing that there was a slave-holding oligarchy that wished to spread slavery to the rest of the United States
  - (C) created fear among many slave-holders that a slave revolt was imminent
  - (D) was the rallying cry of John Brown during the raid on Harpers Ferry
  - (E) gave rise to the idea that slaves should be given freedom and equal rights

5. The Wilmot Proviso
- (A) sought to end slavery in all territories acquired from Mexico
  - (B) divided Whigs and Democrats along sectional lines
  - (C) reopened the issue of slavery for debate in Congress
  - (D) all of the above
  - (E) none of the above
6. The Freesoil Party
- (A) advocated that slave owners should not hold political office
  - (B) was headed by Salmon P. Chase
  - (C) was willing to allow slavery to remain in the South but not to allow it into the new territories
  - (D) encouraged African Americans to move into the new territories
  - (E) was a strong advocate of the Missouri Compromise line
7. The issue of popular sovereignty
- (A) indicated Congress' unwillingness to deal with the issue of slavery on a national level
  - (B) was a successful way of resolving the issue of slavery in the new territories
  - (C) allowed California to enter the union as a free state
  - (D) was supported wholeheartedly by the Whig party
  - (E) helped bring Taylor in as President in 1848, as this was his chief campaign issue
8. All of the following were parts of the Compromise of 1850 EXCEPT
- (A) California was admitted as a free state
  - (B) all other territories acquired from Mexico were to use popular sovereignty to determine their slave status
  - (C) Texas would give up land to the New Mexico Territory
  - (D) slavery was to end in the District of Columbia, and the internal slave trade would end throughout the Union
  - (E) a stronger fugitive slave law would be enacted

## FREE-RESPONSE QUESTION #2

**Directions:** For each question, respond in an organized and coherent essay. You should plan to spend the first 5 minutes planning the essay, then the next 35 minutes writing the answer. Make sure you cite relevant historical evidence in support of any generalizations and present your answer in a clear, logical manner.

“Our Manifest Destiny to overspread the Continent allotted to Providence for the free development of our yearly multiplying millions.”

John O’Sullivan, 1845

How did the idea of Manifest Destiny shape our national identity in the mid-nineteenth century?

Select three of the following to consider in your response:

- Annexation of Texas
- U.S.-Mexican War
- Ostend Manifesto
- Young America
- Oregon Territory