

Applied Practice in

The Roaring Twenties

AP* U.S. History Series

RESOURCE GUIDE

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APPLIED PRACTICE
Resource Guide
The Roaring Twenties

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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 U.S. History. The *Applied Practice in AP U.S. History* series was designed as an instructional supplement to major units in the AP* U.S. 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. During the Red Scare of 1919-1920,
 - (A) Attorney General A. Mitchell Palmer carefully protected the civil liberties of those accused of disloyalty
 - (B) evidence of several large anarchist plots was uncovered
 - (C) hundreds of aliens were deported without benefit of trial under the provisions of the 1918 Alien Act
 - (D) the suffrage movement clearly distanced itself from socialist and anarchist positions and thus avoided charges of being unpatriotic
 - (E) arrests were made only of members of the American Communist Party

2. In the presidential election of 1920,
 - (A) Warren Harding had vague positions on most issues but generally called for a retreat from the idealism of President Wilson
 - (B) the voters gave outgoing President Wilson strong support in his desire to have a referendum approving the League of Nations
 - (C) Democratic candidate James Cox chose to follow Wilson's policies and programs closely to keep the Democratic Party united
 - (D) Socialist Eugene Debs was unable to win a significant number of votes, as he was in jail
 - (E) Democrats won a landslide victory in both the House and Senate

3. President Harding's election in 1920 meant that
 - (A) voters wanted to continue the activist, reforming programs of Progressivism
 - (B) a Democrat would remain in the White House following President Wilson's administration
 - (C) business would have decreasing influence in national policy
 - (D) Progressive reforms were not as important to American voters as they had been during the previous decade
 - (E) voters wanted an active American presence in international affairs, including the League of Nations

4. The presidential administration of Warren Harding resembled that of Ulysses S. Grant's in that
 - (A) former army heroes played major roles in both Cabinets
 - (B) the Republican Party was split between reform-minded and exclusively pro-business factions
 - (C) both witnessed major overseas expansion of U.S. territories
 - (D) both were marred with corruption and scandals
 - (E) both succeeded incumbents who were impeached

5. "A Square Deal" in the campaign of Theodore Roosevelt corresponded to "A Return to Normalcy" in the campaign of
 - (A) Franklin D. Roosevelt
 - (B) Herbert Hoover
 - (C) Al Smith
 - (D) Calvin Coolidge
 - (E) Warren Harding

6. In addition to establishing more restrictive quotas for immigrants, the Johnson-Reed Act of 1924
 - (A) excluded virtually all immigrants from East and South Asia
 - (B) specifically targeted Western Hemisphere immigrants, such as those from Canada and Mexico
 - (C) reversed the Chinese Immigration Act
 - (D) resulted in a lowering of tariffs on American goods by Japan
 - (E) outlawed immigration from Africa

7. Teapot Dome is the nickname given to a scandal in the Harding administration involving
 - (A) World War I loans
 - (B) railroad rebates
 - (C) Indian tribal lands
 - (D) oil leases
 - (E) stock market trading

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.

Author and wife of F. Scott Fitzgerald, Zelda Fitzgerald wrote in 1924: “I think a woman gets more happiness out of being ...light-hearted, unconventional, [a] mistress of her own fate...”

Analyze Fitzgerald’s statement, discussing the changes in life for women in the 1920s that would cause some to agree and others to disagree with her.