

Applied Practice  
in

*Change at the End of the  
Twentieth Century*

AP\* U.S. History Series

**RESOURCE GUIDE**

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**APPLIED PRACTICE**  
**Resource Guide**  
*Change at the End of the Twentieth Century*

**Teacher Notes**

A Note for Teachers ..... 5

**Teaching Resources**

Teaching the DBQ ..... 9

Graphic Organizers ..... 23

Teaching Activities and Strategies ..... 29

**Student Practices**

Multiple-Choice Questions ..... 41

Free-Response Questions ..... 63

Document-Based Question ..... 69

**Answer Key and Explanations**

Multiple-Choice Answer Key ..... 83

Multiple-Choice Answer Explanations ..... 87

Free-Response Rubric ..... 99

Free-Response Peer Evaluation Form ..... 119

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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. Which of the following was NOT part of the Vietnam War policy of President Richard Nixon?
  - (A) Conducting secret negotiations with the North Vietnamese
  - (B) Bombing and invading neighboring Cambodia in an attempt to disrupt the Ho Chi Minh Trail supply route
  - (C) Bombing of Hanoi and mining of Haiphong Harbor
  - (D) Implementing Vietnamization, an emphasis on the South Vietnamese taking the lead in resisting North Vietnamese and Vietcong forces
  - (E) Escalating the number of U.S. land forces in preparation for a massive invasion of North Vietnam
  
2. The 1969 event that is often viewed as the beginning of the modern gay rights movement was the
  - (A) assassination of Harvey Milk
  - (B) Stonewall Riots
  - (C) *Webster v. Reproductive Health Services* decision
  - (D) *Lawrence v. Texas* decision striking down anti-sodomy laws
  - (E) first gay pride parade in San Francisco, California
  
3. Cesar Chavez's 1969 campaign to organize migrant farm workers gained strength with a national boycott of which agricultural product?
  - (A) table grapes
  - (B) lettuce
  - (C) oranges
  - (D) strawberries
  - (E) raisins

4. Which of the following dramatic events occurred in the summer of 1969?
- I. The Woodstock rock festival
  - II. The landing of men on the moon with the Apollo 11 mission
  - III. The assassination of Robert F. Kennedy
  - IV. The Black Power protest at the Mexico City Olympics
- (A) I and III only  
(B) I and II only  
(C) I, II, and IV only  
(D) II, III, and IV only  
(E) all of the events occurred in the summer of 1969
5. The May 1970 shooting deaths of four student demonstrators on the campus of Kent State University immediately followed
- (A) the guilty verdict for Lt. William Calley for his involvement in the My Lai Massacre  
(B) race riots in Cleveland, Ohio  
(C) the bombing of Hanoi and mining of Haiphong Harbor in North Vietnam  
(D) the invasion of Cambodia by American ground troops  
(E) the break-in at the Democratic National Committee headquarters in the Watergate office complex
6. Which member of the Nixon Administration was accused of income-tax evasion, bribery, conspiracy, and extortion and eventually pleaded no-contest in exchange for resigning from office?
- (A) Attorney General John Mitchell  
(B) FBI Director L. Patrick Gray  
(C) Vice-President Spiro Agnew  
(D) Commerce Secretary Maurice Stans  
(E) White House counsel John Dean
7. The Supreme Court decision that supported the busing of students to end school segregation was
- (A) *Loving v. Virginia*  
(B) *Bakke v. the University of California Regents*  
(C) *Hazelwood v. Kuhlmeier*  
(D) *Tinker v. Des Moines*  
(E) *Swann v. Charlotte-Mecklenburg Board of Education*

## 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.

In 1974, Richard Nixon became the first U.S. president to resign from office. Evaluate the reasons that led him to this decision.