

Applied Practice  
in

*Emergence of America as a  
World Power*

AP\* United States History Series

**RESOURCE GUIDE**

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**APPLIED PRACTICE**  
**Resource Guide**  
*Emergence of America as a World Power*

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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. The annexation of Alaska in 1867 was part of Secretary of State Seward's plan to
- (A) acquire all of North America, including Canada, for the United States
  - (B) expand American influence into Asian markets
  - (C) annex Hawaii
  - (D) get the oil and gold riches in the Yukon Territory
  - (E) establish an area for the settlement of western Indian tribes

*“Chinese subjects visiting or residing in the United States, shall enjoy the same privileges, immunities, and exemptions in respect to travel or residence, as may there be enjoyed by the citizens or subjects of the most favored nation.”*

2. In which document did these words appear?

- (A) National Origins Act
- (B) Chinese Exclusion Act
- (C) Burlingame Treaty
- (D) Hay-Herran Treaty
- (E) Treaty of Portsmouth

3. The United States and Great Britain were involved in disputes in which of the following areas?

- I. the Venezuela border
- II. seal fisheries in the Bering Sea
- III. claims over the *Alabama*
- IV. concentration camps overseen by “Butcher” Weyler

- (A) I, II, and III only
- (B) I, III, and IV only
- (C) I, II, and IV only
- (D) II, III, and IV only
- (E) All involved U.S.-British disputes

4. Which of the following statements about the *Alabama* claims is NOT true?
- (A) The case was settled by arbitration among the United States, Great Britain, and three other nations.
  - (B) The United States was awarded \$15.5 million as a result of the claims.
  - (C) The *Alabama* was a ship built for the Confederacy during the Civil War.
  - (D) The *Alabama* actually did no damage to either U.S. naval ships or commercial vessels.
  - (E) The United States claimed the *Alabama* represented a violation of neutrality.

*“This mighty Anglo-Saxon race, though comprising only one-thirteenth part of mankind, now rules more than one-third of the earth’s surface, and more than one-fourth of its people.”*

5. In which book did these words appear?
- (A) *The Influence of Sea Power Upon History* by Alfred Mahan
  - (B) *The Red Badge of Courage* by Stephen Crane
  - (C) *Our Country* by Josiah Strong
  - (D) *The Jungle* by Upton Sinclair
  - (E) *How the Other Half Lives* by Jacob Riis
6. Sources of the American imperialism that arose in the 1890s included which of the following?
- (A) Social Darwinism
  - (B) Belief in the inherent superiority of the Anglo-Saxon race
  - (C) The Turner Thesis suggestion that with the close of the frontier, America should begin looking overseas
  - (D) American business interests
  - (E) All of the above
7. Alfred T. Mahan’s influential 1890 book asserted that
- (A) the great empires of history had great navies
  - (B) infantry was more important in wartime than ships
  - (C) establishing naval bases around the world was unimportant
  - (D) the United States should not establish a colonial empire
  - (E) war with Spain in the Caribbean was unwise

## 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.

Assess the significance of three of the following in the decision to declare war on Spain in April 1898.

The destruction of the *U.S.S. Maine*  
U.S. commercial interests  
Yellow journalism  
de Lomé letter