

Applied Practice
in

*Industrialization and
Urbanization*

AP* United States History Series
RESOURCE GUIDE

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APPLIED PRACTICE
Resource Guide
Industrialization and Urbanization

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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. Which of the following pairs was chiefly responsible for the industrialization of the United States?
 - (A) protective tariffs and excise taxes
 - (B) technology and invention
 - (C) mercantilism and government subsidies
 - (D) laissez-faire and reciprocal trade agreements
 - (E) immigrants and newly freed African American slaves

2. Mass production in the United States brought about all of the following EXCEPT
 - (A) more leisure time
 - (B) an increased percentage of skilled workers in industry
 - (C) increased labor-management problems
 - (D) a higher standard of living
 - (E) improvements in transportation

3. As the United States became industrialized, an important effect of mechanization and the division of labor was that
 - (A) smaller industries had difficulty maintaining their competitiveness
 - (B) the price of most manufactured goods increased
 - (C) the demand to improve transportation systems decreased
 - (D) pools and trusts became less efficient forms of business organization
 - (E) there was no longer a need for unskilled labor

4. In the late 1800s, most strikes by union workers were unsuccessful mainly because
 - (A) unions were generally considered to be unconstitutional
 - (B) government usually supported business instead of workers
 - (C) strikes had never been used before in labor disputes
 - (D) strikers failed to use militant tactics
 - (E) of the Red Scare

5. In the decades after the Civil War, a major result of the shift from single proprietorship to corporate organizations was that business was able to
- (A) make more efficient use of natural resources
 - (B) concentrate on improving the quality, but not the variety, of manufactured goods
 - (C) provide workers with higher wages
 - (D) raise large sums of money
 - (E) eliminate job specialization
6. Which of the following most correctly explains Andrew Carnegie's system of "vertical integration"?
- (A) Large factories are constructed in Pittsburgh and elsewhere.
 - (B) All the big monopolists cooperate with each other.
 - (C) A company vertically integrates with another firm in the same industry.
 - (D) All phases of an industry are combined into one single organization.
 - (E) All competitors are eliminated.
7. Which entrepreneur is NOT correctly associated with his field of enterprise?
- (A) Cornelius Vanderbilt—banking and finance
 - (B) John D. Rockefeller—oil
 - (C) Leland Stanford—railroads
 - (D) Andrew Carnegie—steel
 - (E) James Duke—tobacco
8. Agreements among railroad corporations to divide the business in a given area and share profits were called
- (A) pools
 - (B) trusts
 - (C) rebates
 - (D) interlocking directorates
 - (E) holding companies
9. Which of the following did NOT make a fortune in railroads?
- (A) Collis Huntington
 - (B) James J. Hill
 - (C) Jay Gould
 - (D) Terence V. Powderly
 - (E) Mark Hopkins

FREE RESPONSE QUESTION #1

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 validity of the following statement for the time period 1860-1900.

“The city is the heart of an industrial society. The routes of transportation are its veins and arteries.”