

Applied Practice in

Sectionalism

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

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APPLIED PRACTICE
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Sectionalism

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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, giving your students an opportunity to practice and to develop skills required on the AP exam while studying the various units included in your lesson plan.

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.
- 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 the AP* readers who evaluate student essays. Teachers may find these information sheets helpful when scoring essays and providing feedback to students. Graphic organizers are also included to help students learn how to develop and outline their free-response essays.
3. The multiple-choice practices may be used as warm-up activities, brief quizzes, culminating unit assessments, or test-preparation lessons toward the end of the year for the AP* exam. Teachers are encouraged to utilize individual practices as the topics fit into the course curriculum, rather than testing the students over all 80 questions at once.
4. The free-response questions do lend themselves to timing. As on an Advanced Placement exam, students should be allotted 40 minutes per essay: 5 minutes for planning and 35 minutes for writing. 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 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

Since DBQs require both knowledge of the time period *and* an analysis of documents, students should first review and summarize the facts of the 1832 Nullification Crisis and then examine the documents to determine their relevance to this question, which requires them to make an evaluation of the nullification position developed in South Carolina during the Crisis. This DBQ is best used following a discussion of Jackson's first term.

Lesson Plan #1: *(In-class)*

- (1) The teacher explains the DBQ's emphasis on the origin and significance of the nullification and secession arguments that emerged in 1832 during the tariff crisis. *(5 minutes)*
- (2) After reading the documents individually, groups of two or four work together to complete the Nullification Crisis Timeline and DBQ Document Summary sheets. *(20 minutes)*
- (3) Group members share their notes and analyze each document to determine if it supports or opposes the statement (that is, to what extent were the nullification arguments of Calhoun and others in South Carolina consistent or inconsistent with the principles established by America's founders). *(10 minutes)*
- (4) With teacher supervision, the class shares the responses to the Nullification Fight Timeline and Document Summary sheets in a combined Graphic Organizer. Students then identify the perspective that they would choose concerning the statement (i.e., consistent with Founders and constitutional or inconsistent with Founders and unconstitutional) and present themes they would include in a thesis statement. *(15 minutes)*.
- 4) Students can then complete the DBQ as an in-class or a homework assignment.

Lesson Plan #2: *(In-class and homework)*

- (1) Working individually, students read the documents and complete the Nullification Crisis Timeline and DBQ Document Summary sheets. *(25 minutes)*
- (2) The teacher leads a discussion on the nullification fight, focusing on the positions developed by Jackson and Calhoun. *(10 minutes)*
- (3) Students develop rough-draft thesis statements either individually or with a partner *(10 minutes)*
- (4) Several students read rough-draft theses (some agreeing and some disagreeing with the statement) to the class. *(5 minutes)*
- (5) Students complete writing the DBQ as a homework assignment.

Directions: Choose the best answer for each question.

1. The main reason the Missouri Compromise was favored by the North was that it
 - (A) added Missouri as a slave state
 - (B) prohibited slave expansion in the Louisiana Territory north of the 36°30' line
 - (C) settled once and for all the question of slavery in the territories
 - (D) eliminated slavery from the states north of the Ohio River and east of the Mississippi River
 - (E) was supported by Henry Clay

2. John Brown's raid on Harper's Ferry was significant because it
 - (A) made him a hero in both the North and South
 - (B) successfully freed a number of slaves
 - (C) demonstrated the fierceness of anti-slavery feelings
 - (D) was the first battle of the Civil War
 - (E) led to Kansas entering the Union as a free state

3. Which of the following is true of the 1860 presidential election?
 - (A) Republican candidate Abraham Lincoln's name did not appear on nine southern states' ballots.
 - (B) The Democratic Party was united in its support of slavery.
 - (C) Stephen Douglas refused to campaign in the South.
 - (D) Lincoln campaigned vigorously in support of the abolition of slavery.
 - (E) General George McClellan proved to be a strong opponent to Lincoln.

4. Which of the following did NOT characterize Mormonism in the 19th century?
 - (A) It faced fierce opposition and persecution from those who disagreed with its practices and teachings.
 - (B) It emphasized economic cooperation among its members rather than competition.
 - (C) Its members were allowed to have plural marriages with multiple wives.
 - (D) It stated that the Bible was the only source of divine revelation.
 - (E) It preached that Joseph Smith discovered the plates containing the Book of Mormon in upstate New York.

5. Tariffs were supported in 19th century New England because
- (A) shipbuilding interests favored an expansion of trade
 - (B) American factories were mostly in the South
 - (C) inflation was opposed by its citizens
 - (D) manufacturing interests benefited from tariff protection
 - (E) they encouraged cheap foreign imports
6. In which of the following ways did the slave labor system hold an advantage over free labor in the period 1820-1860?
- (A) Slaves were more quickly educated.
 - (B) The investment required for slave labor was less than for free labor.
 - (C) Slaves could be purchased easily in both the North and the South.
 - (D) The cost of housing and feeding slave labor was less than for free labor.
 - (E) Slaves could not migrate to western lands, thus ensuring a stable labor supply.
7. Which of the following was NOT a characteristic of the Whig Party?
- (A) Many of its members eventually became Republicans
 - (B) It opposed President Jackson's policies.
 - (C) It was united in its support for the expansion of slavery into the western territories.
 - (D) It favored protective tariffs.
 - (E) It supported internal improvements paid for by the federal government.
8. The charge of a "corrupt bargain" in 1824 concerned
- (A) Andrew Jackson winning the electoral but not the popular vote
 - (B) John C. Calhoun and the Tariff of Abominations
 - (C) James Monroe and his Secretary of State John Quincy Adams
 - (D) John Quincy Adams and Henry Clay being accused of making a secret deal to win the votes needed in the House of Representatives to elect Adams president
 - (E) none of the above

FREE-RESPONSE QUESTION # 4

Directions: For each question, respond in a organized and coherent essay. You are advised to spend the first five minutes planning the essay, then the next thirty-five minutes drafting the answer. Make sure you cite relevant historical evidence in support of your generalizations and present your arguments in a clear and logical manner.

Explain how and why those opposed to slavery became more extreme in their positions during the period 1820–1860.