

# Applied Practice in

## *The Civil War*

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

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**APPLIED PRACTICE**  
**Resource Guide**  
*The Civil War*

**Teacher Notes**

A Note for Teachers ..... 5

**Teaching Resources**

Teaching the DBQ ..... 9

Graphic Organizers ..... 21

Teaching Activities and Strategies ..... 27

**Student Practices**

Multiple-Choice Questions ..... 39

Free-Response Questions ..... 63

Document-Based Question ..... 69

**Answer Key and Explanations**

Multiple-Choice Answer Key ..... 81

Multiple-Choice Answer Explanations ..... 85

Free-Response Scoring and Organization ..... 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 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 Union possessed a number of advantages over the Confederacy at the start of the Civil War. Which of these was NOT a Union advantage?
  - (A) Superior military leadership
  - (B) Superior transportation system
  - (C) Greater financial resources
  - (D) A diversified economy
  - (E) A larger population
  
2. Which of the following Union military objectives was the last to be achieved?
  - (A) Gaining control of the Mississippi River
  - (B) Establishing a blockade of Confederate ports
  - (C) Dividing the Confederacy in half by marching from Tennessee to coastal Georgia
  - (D) Capturing the Confederate capital of Richmond
  - (E) Keeping the border states from joining the Confederacy
  
3. In the first years of the Civil War, the Confederacy counted on British support for its fight against the Union because
  - (A) Great Britain feared the strength of the U.S. Navy and wanted to counter it
  - (B) Great Britain supported complete freedom of the seas
  - (C) The British textile factories needed Southern cotton to maintain production
  - (D) Deep cultural ties between the British and backcountry Southerners existed
  - (E) British support for the system of slavery was widespread
  
4. While the Union attempted to maintain a complete blockade of the Confederacy during the Civil War, it was unable to do so mainly because of
  - (A) a series of naval battles won by the Confederacy
  - (B) Confederate smuggling
  - (C) a small and under-equipped Union navy
  - (D) the porous Mexico-Texas border
  - (E) the Confederacy's complete control of the Mississippi River

5. One of the most important factors assisting the Union efforts in the first year of the Civil War was
- (A) the capture of Richmond
  - (B) the victory at Gettysburg
  - (C) controlling the Mississippi River throughout Confederate territory
  - (D) Sherman's destruction of Atlanta
  - (E) the blockade of Southern ports
6. The chief advantage of the Confederacy during the course of the Civil War was
- (A) its large and well-trained army
  - (B) its constant supply of cotton as a source of revenue
  - (C) its supply of reliable slave labor
  - (D) the reality that the Confederates were fighting and defending their own soil
  - (E) the financial support of England and France
7. The fact that the Confederacy fought as long and effectively as it did is most remarkable because
- (A) it was greatly outnumbered in population
  - (B) England and France openly supported the Union
  - (C) slave rebellions were a constant worry among Confederate officials
  - (D) the Union states were completely unified in their war aims
  - (E) the border states enthusiastically supported all Union policies
8. Place the following events in their correct chronological order
- I. First Battle of Bull Run (Manassas)
  - II. Lincoln's Inauguration
  - III. South Carolina's secession
  - IV. Confederate firing on Ft. Sumter
- (A) I, II, III, IV
  - (B) II, III, IV, I
  - (C) III, II, IV, I
  - (D) III, IV, II, I
  - (E) II, III, I, IV

## 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 thirty-five 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.

The impeachment trial of President Andrew Johnson represented the culmination of a bitter struggle between Johnson and the Radical Republicans. Identify the major areas of disagreement and conflict between Johnson and the Radicals during the years following the Civil War.