

Applied Practice in

The West

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

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APPLIED PRACTICE
Resource Guide
The West

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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 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 left column they should put the letter of the document and its author or source. They should briefly scan all the documents.
2. Then they 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. Where is this being written? 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?

This information is put 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 should be written immediately into the third column.

Students will use these facts later in constructing their essay.

The teacher will then continue to guide the completion of the graphic organizer based on student input.

4. Students will then construct a thesis, which directly and summarily addresses and answers all parts of the question.

This will be contained in the opening paragraph of the student's essay.

A sample thesis is provided below. There is more than one possible answer to this question.

Directions: Choose the best answer for each question.

1. After the Civil War, the practice of share-cropping
 - (A) created a cycle of poverty for many African Americans, some of whom decided to leave the South and take their chances out West
 - (B) taught African Americans and whites to work together as farmers
 - (C) made it possible for African Americans to save enough money to buy their own farms
 - (D) required African Americans to form groups to work as gang labor
 - (E) forced African Americans to migrate to the North

2. Which of the following best illustrates government support for the construction of the first transcontinental railroad?
 - (A) Open immigration from China
 - (B) The exchange of Union Pacific stock for federal bonds
 - (C) Creation of the Credit Mobilier construction company
 - (D) The grant of thousands of acres of public lands to the railroads
 - (E) Preference in hiring to Union Army veterans

3. In post–Civil War America, Native Americans surrendered their lands only when
 - (A) they were convinced that the lands they were being offered were superior to the land they already had
 - (B) they received solemn promises from the government that they would be left alone and provided with supplies
 - (C) the whites killed all their horses
 - (D) they were allowed to live on reservations
 - (E) they received rifles and blankets in exchange for the land

4. The Morrill Act of 1862
 - (A) established women’s colleges such as Vassar
 - (B) required compulsory school attendance through high school
 - (C) established the modern American research university
 - (D) mandated racial integration in public schools
 - (E) granted public lands to states to support higher education

5. A weakness of the government's land policy in the West was that it did not
- (A) promote wise use of the land
 - (B) lead to the development of transportation facilities
 - (C) help promote a wider distribution of property
 - (D) develop a spirit of independence in the people
 - (E) take into account the different farming practices of various ethnic groups
6. The Homestead Act (1862) included all of the following provisions EXCEPT
- (A) 160 acres of land could be acquired by any adult citizen
 - (B) 160 acres of land could be acquired by any adult intending to become a citizen
 - (C) if the land was improved and lived on for five years, the person could pay a small registration fee and receive title to the property
 - (D) if the land was never improved and never lived on, the person could still acquire the land by paying the government \$1.25 per acre
 - (E) after the Civil War, Union soldiers could deduct the time they had served from the residency requirements
7. The mining frontier played a vital role in the development of the West. All of the following minerals were mined, EXCEPT
- (A) gold
 - (B) silver
 - (C) gypsum
 - (D) copper
 - (E) coal
8. White settlers migrating to the West gave the Plains Indians
- (A) Stone Age technology
 - (B) laudanum
 - (C) smallpox and other communicable diseases
 - (D) respect
 - (E) fair compensation for land that was taken

FREE RESPONSE QUESTION #2

Directions: For each question, respond in an organized and coherent essay. You are advised to spend the first five minutes planning the essay, then the next 35 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.

Frederick Jackson Turner held that, in American history, the frontier itself was the driving force that shaped the United States and its people.

Explain Turner's thesis, and discuss the extent to which it held true for TWO of the following groups of people during the period 1865-1900:

- women
- immigrants
- African Americans