

AP United States History Summer Assignment

Tuscarora High School 2017-2018

ABOUT THIS COURSE

The AP U.S. History course focuses on an understanding of content learning objectives and the development of historical thinking skills. The course will emphasize chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative. The AP U.S. History course expands on the history of the Americas from 1491-1607 and from 1980 to the present. The course is designed to be the equivalent of a two-semester introductory college or university U.S. History course.

AP EXAM

The A.P. U.S. History exam is 3 hours and 15 minutes and includes both a 100-minute multiple-choice/short-answer section and a 95 minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine the AP exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	45 minutes	20%
II	Part A: Document-based question	1 question	60 minutes	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

AP U.S. HISTORY SUMMER ASSIGNMENT

DUE at the start of class on **September 4/5**

PART A: Reading Assignment

Read *10 Days That Unexpectedly Changed America* by Steven M. Gillon and respond to the questions provided for **five of the ten sections** of your choice. Students will be responsible for the material covered in the remaining sections as they correspond to the course curriculum and schedule. Please type all answers for this part of the summer assignment.

PART B: Chapter Identifications

Read Chapters 1-4 in *The Give Me Liberty* textbook and create note cards for the terms listed on the Chapter Identifications Handout for each chapter provided. The chapters are available on *Vision* in PDF format. The Vision page is titled **HS-THS-AP US History** and the enrollment key is **apush2016**.

- You will need approximately 2,000 notecards in total for the year.

PART A: READING ASSIGNMENT

Read *10 Days That Unexpectedly Changed America* by Steven M. Gillon and respond to the questions provided for **five of the ten sections** of your choice. Students will be responsible for the material covered in the remaining sections as they correspond to the course curriculum and schedule. **Please type all answers for this part of the summer assignment.**

Chapter 1- Massacre at Mystic

Identify: Define/explain the significance of each term, people, etc.

Bradford, William	Metacon	Smallpox
“City on the Hill”	Pequots	Wampum
Massachusetts Bay Colony	Puritans	Winthrop, John

Chronology: Put the following events in the correct order. Years, per se, are less important than the order in which the occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

Arabella arrives
Indian Removal Act
King Philip’s War
Mayflower arrives
Pequot War

Discussion Questions:

1. Why were the Pequots the focus of European anger in the 1630’s? (Why not other tribes? Who was the opposition before/after the 1630’s?)
2. What were the Puritans’ justifications for the conflict with Natives (hint: spiritual and secular)? Which was more influential on Puritan actions, and why?
3. Gillon writes, “The Pequot War set up the tragic irony of American history: a nation founded on the highest ideals of individual liberty and freedom was built on slaughter and destruction of epic proportions.” (19) *Assess the validity* of this statement. (“Assess the validity” is a common phrase used in APUSH prompts. It’s asking you to judge the validity of the statement, which in this case is essentially an agree/disagree situation. Which side you take is less important than what sort of facts and reasoning you can provide to support your stance.)
4. On page 25, Gillon claims that the colonial conflicts between Natives and Europeans were the beginning of a pattern of mythological quests for American domination. Whether or not you agree with the latter, what other events/episodes/issues in American history also represent an “us versus them” mindset?

In other words, can we apply Gillon’s statements to other incidents/people/eras?

“the triumph of light over darkness...”

“by demonizing the _____”

“Americans drew sharp distinctions between themselves and _____”

Chapter 2- Shays' Rebellion

Identify: Define/explain the significance of each term, people, etc.

Anti-Federalists

Articles of Confederation

Democracy

Federalists

Madison, James

Post-war depression

Shays, Daniel

The Federalists

Chronology: Put the following events in the correct order. Years, per se, are less important than the order in which the occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

Bill of Rights

Constitutional Convention (Philadelphia)

Shays' Rebellion

Treaty of Paris (ending Revolutionary War)

Discussion Questions:

1. Which aspects (i.e., weaknesses) of the Articles of Confederation increased the chances of domestic protest?
2. How was the American Revolution viewed differently by the supporters and the opponents of Shays' Rebellion?
3. Explain how farmer protests were a political threat to the new American government. Do you think Governor Bowdoin's responses were appropriate? Why are why not?
4. Gillon writes, "Fear of government had shaped the creation of the Articles of Confederation; fear of democracy defined the discussion of the new constitution." (p. 48) How did the U.S. become more conservative following Shays' Rebellion?
5. Should "Shaysites" be commemorated and/or memorialized today? What are the arguments for and against this?

Chapter 3- The Gold Rush

Identify: Define/explain the significance of each term, people, etc.

Sutter, John

Marshall, James

Brannan, Sam

Oregon-California Trail

Manifest Destiny

Californios

“foreign miners’ tax”

Wilmot Proviso

Chronology: Put the following events in the correct order. Years, per se, are less important than the order in which the occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

‘49ers go west

Chinese Exclusion Act

Civil War

Compromise of 1850/Fugitive Slave Act

Gold discovered at Sutter’s Mill

Transcontinental railroad completed

Treaty of Guadalupe-Hidalgo

Discussion Questions:

1. How did the Gold Rush help fulfill the notions of Manifest Destiny?
2. What were the similarities/differences of the social and cultural make-up of the West compared to the more established eastern U.S.?
3. What were the political consequences of the Gold Rush in the 1850’s? How did it accelerate the division of the nation?
4. What were the long-term economic consequences of the Gold Rush? (hint: think about transportation, communication, industries, etc.)
5. Who were the winners and losers in the Gold Rush? (who benefitted? Who didn’t? why?)

Chapter 4- The Battle at Antietam

Identify: Define/explain the significance of each term, people, etc.

13th, 14th, and 15th Amendments

Lee, Robert E.

War of attrition

Border states

McClellan, George

Grant, Ulysses S.

Total war

Chronology: Put the following events in the correct order. Years, per se, are less important than the order in which the occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

First Battle of Bull Run

Battle of Antietam

Emancipation Proclamation

Appomattox Courthouse

Discussion Questions:

1. What factors made the Battle of Antietam the bloodiest single day battle in American history?
2. In strategic terms (casualties, land occupied, size of remaining forces, etc.) Antietam should probably be considered more of a draw than a victory for either side. So how/why did Lincoln choose to view it as a Union victory?
3. How was Great Britain a threat to the U.S. during the Civil War?
4. Was the Emancipation Proclamation more intended to end slavery or end the war? Explain your selection.
5. Gillon describes one major consequence of the Civil War to have been the enlarged power of the federal government, which advanced individual freedoms after the war through the 13th, 14th, and 15th Amendments. In today's political conversations, however, we often hear references to the federal government denying people's freedoms (e.g., high taxes, Obamacare, privacy issues, etc.) Which of these are Lincoln's greater legacy- the expansion of federal power or the protection of individual freedoms?

Chapter 5- The Homestead Strike

Identify: Define/explain the significance of each term, people, etc.

Carnegie, Andrew

“ironclad” contract

Second Industrial Revolution

Cleveland, Grover

Pinkertons

Frick, Henry Clay

Scientific management

Chronology: Put the following events in the correct order. Years, per se, are less important than the order in which the occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

Bessemer Process

Coxey’s March/Pullman Strike

First national strike (railway)

Homestead Strike

Discussion Questions:

1. How were the workers in the late 19th century unified? How were they divided?
2. What factors caused labor unions to gain power in the late 19th century? What factors caused them to lose power in this era?
3. What was the main cause of the failure of the Homestead Strike?
4. How did economic tensions in the late 19th century cause political changes? (hint: in the early 19th century, the “common man” *feared* the power of the federal government)

Chapter 6- Murder at the Fair...

Identify: Define/explain the significance of each term, people, etc.

“bully pulpit”	McKinley, William	Roosevelt, Teddy (TR)
“good” and “bad” trusts	Progressives	Square Deal
Hanna, Mark	Roosevelt Corollary	

Chronology: Put the following events in the correct order. Years, per se, are less important than the order in which the occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

Anthracite Coal Strike (PA)
Assassination of McKinley
Northern Securities case
Spanish-American War
TR’s Progressive Party campaign

Discussion Questions:

1. What were the main differences between the “Progressives” (the broader political movement, encompassing Republicans and Democrats alike) and McKinley’s traditional priorities?
2. TR’s “trust busting” was his way of preserving capitalism and discouraging radical ideologies in the U.S. Cite two specific examples of Roosevelt’s approach, and explain how each demonstrated his concept of the President as “a steward of the people.”
3. In the early years of the nation, a strong federal government was considered a threat to the right and freedoms of the “common man” (a vestige of the Revolutionary era). How did TR alter this view of the government as it relates to the interests of the masses?
4. Does TR’s image belong on Mt. Rushmore (one of only four)? Defend your position. Is there anyone you feel is better qualified to be depicted alongside Washington, Jefferson, and Lincoln?

Chapter 7- Scopes...

Identify: Define/explain the significance of each term, people, etc.

ACLU

Bryan, William Jennings

Christian fundamentalists

“culture war”

Darrow, Clarence

Mencken, H.L.

Televangelists

Chronology: Put the following events in the correct order. Years, per se, are less important than the order in which the occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

1920 Census

Butler Act

Darwin's *Origin of the Species*

Prohibition begins

Scopes Trial

Discussion Questions:

1. How did mass media (radio, theatre, newspapers, etc.) produce a national culture in the 1920's? What were the pro's and con's of this?
2. The 19th Amendment ensured women's right to vote in 1920. What other developments in the 1920's helped create a “modern”- untraditional image for women?
3. Besides teaching creationism in schools, what other issues did traditionalists promote in the 1920's?
4. The contemporary “culture war” is no longer divided along a rural-urban axis, but does embody the struggle between faith-based and secular interests. Other than the creationism/evolution debate, which issue do you feel is the most contentious in our time? How does history suggest this will be ultimately resolved?

Chapter 8- Einstein's Letter

Identify: Define/explain the significance of each term, people, etc.

“military-industrial complex”

MAD

Manhattan Project

Nuclear fission

Oppenheimer, J. Robert

Roosevelt, Franklin D.

Szilard, Leo

Truman, Harry

Chronology: Put the following events in the correct order. Years, per se, are less important than the order in which the occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

Bombings of Hiroshima/Nagasaki

Germany invades Poland

Pearl Harbor attacked

Nuclear test at Alamogordo, NM

USSR detonates atomic bomb

Discussion Questions:

1. Why was atomic research politically unpopular in the early years of WWII?
2. What were the primary arguments for and against the use of the atomic bomb?
3. For decades before 1945, American foreign policy wavered between isolationism and assertive international action. As Gillon writes, that all changed as the U.S. was forced to “abandon its instinctive isolationism and assume the responsibilities of a global superpower.” (196) Explain this concept.
4. The atomic bomb did more than initiate the Cold War. Identify political, economic, and social effects on the United States (domestically) during the atomic age.
5. To what extent was Eisenhower right about the “military-industrial complex”? Has this threat disappeared now that the Cold War is over?

Chapter 9- When America Was Rocked

Identify: Define/explain the significance of each term, people, etc.

Sullivan, Ed
“race music”

Presley, Elvis
Freed, Alan

Chronology: Put the following events in the correct order. Years, per se, are less important than the order in which the occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

American Bandstand begins national broadcasts

Brown v. Board of Education

Elvis first appears on national TV

McDonald’s opens first restaurant

Discussion Questions:

1. How was the Cold War a contributing cause to the widespread social conformity of the 1950’s?
2. Gillon writes that Elvis Presley’s talent was insufficient to attain such popularity: “It was the synthesis of black blues and white country music, the mixing of a white face and poor black music, that made him so unique and so threatening.” Explain this statement.
3. Why was it ironic that television would be such an important medium for the spread of rock ‘n’ roll in the 1950’s?
4. Rank the following factors in terms of their affect on the emergence of the “youth culture” if the 1950’s. Support your response with at least three specific examples.

Economic prosperity (e.g., higher average income)

Television

Race music (aka, rock ‘n’ roll)

Cold War

Chapter 10- Freedom Summer

Identify: Define/explain the significance of each term, people, etc.

Moses, Robert
CORE
SNCC

Johnson, Lyndon B.
Killen, Edgar Ray
Literacy tests/poll taxes

Hoover, J. Edgar

Chronology: Put the following events in the correct order. Years, per se, are less important than the order in which the occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

Brown v. Board of Education
Civil Rights Act
Freedom Riders
Freedom Summer
Greensboro Sit-In's
Voting Rights Act

Discussion Questions:

1. Explain why Mississippi was a particular challenge for Civil Rights reformers.
2. How did political interests delay the implementation of desegregation?
3. How and why did the Civil Rights Movement change after Freedom Summer?
4. Rank the following factors in terms of their affect on the social changes of the Civil Rights Movement. Support your response with at least three specific examples.

Citizen-based efforts
Government action
The media

PART B: CHAPTER IDENTIFICATIONS

Read Chapters 1-4 in *The Give Me Liberty* textbook and create note cards for the terms listed on the Chapter Identifications Handout for each chapter.

Chapter 1- A New World

Identifications:

1. Paleo-Indians
2. Archaic peoples
3. Mesoamerica
4. maize
5. Olmec
6. Maya
7. Aztec
8. Inca
9. conquistadores
10. Southwest tribes
11. Eastern Woodlands tribes
12. Iroquois
13. Great Plains tribes
14. Pueblo Revolt
15. Pope
16. Christopher Columbus
17. Protestant Reformation
18. John Cabot
19. Cortes and Pizarro
20. Encomienda system
21. Columbian Exchange
22. St. Augustine, Florida
23. Northwest Passage
24. Mestizos
25. Cahokia
26. Tenochtitlan
27. Reconquista
28. Iroquois
29. Prince Henry the Navigator
30. Trans-Atlantic/"New" Slavery
31. Bering Strait
32. Columbian Exchange
33. Matrilineal
34. Haciendas
35. Mound builders
36. Amerigo Vespucci
37. Pedro Cabral
38. Bartolome de Las Casas
39. Samuel de Champlain
40. Ponce de Leon
41. Vasco de Gama
42. Johannes Gutenberg
43. Black Legend
44. "coverture"

Thought Questions (Be prepared to discuss; no written responses required. This will not be graded).

1. Compare and contrast the Native American societies that grew up in Mesoamerica and South America with those that developed in the rest of North America.
2. The differing ways of life between Native American groups was determined and influenced by the physical environment. Assess the validity of this statement.

Chapter 2- Beginnings of English America, 1607-1660

Identifications:

1. Gold Coast
2. Renaissance
3. enclosure movement
4. market economy
5. joint-stock company
6. Calvin and predestination
7. Separatists
8. Pilgrims
9. Mayflower Compact
10. Squanto and Samoset
11. Puritans
12. Half-way Covenant
13. Roger Williams
14. Anne Hutchinson
15. Antinomians
16. Magna Carta
17. Anglicans
18. conversion experience
19. “Lost Colony” of Roanoke
20. Virginia Company of London
21. Captain John Smith
22. Powhatan
23. John Rolfe
24. “Starving Time”
25. Pocahontas
26. Headright system
27. Virginia General Assembly
28. House of Burgesses
29. New Netherland
30. William Bradford

Thought Questions (Be prepared to discuss; no written responses required. This will not be graded).

1. Compare and contrast the early founding and settlement of the Virginia and Plymouth.
2. Discuss the religious and the economic conditions in 16th and early 17th century England that made the English interested in exploration and colonization in the Western Hemisphere.
3. “The Atlantic world brought few benefits to West Africans and Native Americans.” Assess the validity of this statement.

Chapter 3- Creating Anglo-America, 1660-1750

Identifications:

1. Chesapeake
2. New England
3. Navigation Acts
4. Carolinas
5. Middle Colonies
6. John Winthrop
7. "A Model of Christian Charity"
8. "City upon a hill"
9. The Pequot War
10. Massachusetts General Court
11. New England town meeting
12. King Philip's War
13. Metacom
14. Salem Witch Trials
15. Glorious Revolution
16. Dominion of New England
17. Sir Edmond Andros
18. Virginia House of Burgesses
19. Cecilius Calvert (Lord Baltimore)
20. Maryland Act of Religious Toleration/English Toleration Act
21. Tobacco economy
22. indentured servants
23. Bacon's Rebellion
24. Governor Berkeley
25. Peter Stuyvesant
26. North Carolina
27. South Carolina
28. New Netherland
29. William Penn and the Quakers
30. Walking Purchase
31. Ohio Valley fur trade

Thought Questions (Be prepared to discuss; no written responses required. This will not be graded).

1. "In the course of the seventeenth century, New England evolved from a highly religious, community-oriented society to a region characterized by rising worldliness, individualism, and competitiveness." Discuss how and why this evolution took place.
2. Compare and contrast the economies, social structures, and racial and ethnic composition of New England, Chesapeake, Carolinas, and the Middle colonies in the 17th century.
3. Discuss the evolution and spread of slavery in the Chesapeake colonies in the seventeenth century. Why did African slavery develop there? How did the gradual shift from a plantation labor force of indentured servants to one of African slaves affect life in Virginia and Maryland?
4. Discuss the course of European and Native American relations during the 1600's in the French, Spanish, and different regions of the British North American empires.

Chapter 4- Slavery, Freedom, and the Struggle for Empire to 1763

Identifications:

1. William and Mary
2. Leisler's Rebellion
3. mercantilism
4. salutary neglect
5. Middle Passage
6. Scots-Irish
7. Philadelphia
8. New York
9. Boston
10. Charles Town
11. James Oglethorpe
12. Stono Rebellion
13. New York Conspiracy of 1741
14. King George's War
15. John Peter Zenger
16. Enlightenment
17. Benjamin Franklin
18. Deists
19. First Great Awakening
20. Jonathan Edwards
21. George Whitefield
22. New Lights vs. Old Light

Thought Questions (Be prepared to discuss; no written responses required. This will not be graded).

1. To what extent did the American colonies exhibit equality, liberty, and self-government during the period from 1700-1750?
2. What impact did the Great Awakening have on religious, social, educational, and political developments in eighteenth-century America?
3. In what ways did the imposed system of mercantilism hurt and help the mainland British colonies?
4. "In the second quarter of the eighteenth century, no American more fully embodied the Enlightenment spirit than Franklin." Assess the validity of this statement.