

AP U.S. History Summer Assignment

Welcome to AP US History! Students are expected to go beyond the normal textbook reading assignments and learn to explore primary source and secondary source documents as sources of information about the history of our country. Your summer assignment will involve viewing documentaries that depict various time periods throughout US History. In addition to the films, you must also read the assigned text and be prepared with the content portion as well. A test may be given at the start of school over this material. The entire assignment is due on the first day of school. The assignment is the same for Combined and Stand-Alone APUSH as well as for both teachers (Mrs. Wilgus or Ms. Guy).

Part 1: Movie/Documentary Analysis

This portion of the summer assignment will involve viewing historical documentaries that depict various time periods in American history. Should you have any trouble finding these, please feel free to email your teacher. You must watch 4 of the following films (If you choose the John Green videos, you'll need to watch 8 as they are YouTube clips). To give yourself a variety of exposure, choose videos from as many different time periods as possible. They are almost all available online or through the various TV channels. For each of the 4 films, complete the analysis questions below.

America: The Story of US (There are several "episodes" that pertain to the different periods.)

John Green's **Crash Course US History** (Has an entire YouTube channel available.)

Colonial House, Frontier House... Ken Burns **The Civil War**, Tom Brokaw's **1968**

*These videos pertain to real historic content and may include controversial historical events, or graphic depictions of the history. Students, and their parents, should decide which content and topics are appropriate. The assignment offers choice for this reason as well as for individual student interests.

Film Analysis Questions (complete for each film viewed)

1. What is the title of the film you picked?
2. Why did you pick this film to watch?
3. What is/are the central message(s) of this documentary/ film? Be specific. Use examples from the film.
4. Consider the effectiveness of the film for this history class. What are its strengths/weaknesses of this film in documenting history?
5. How do you think the filmmakers want the audience to respond? Is there a social justice message? If so, what is it?
6. Did the film leave you with any unanswered questions? If so, what were they?
7. How did this film change any misconceptions or stereotypes you had about the subject matter? What were they?
8. What is the most important thing you learned from watching the film?
9. Why is this film important to understanding contemporary American History?
10. In your opinion, how accurate is this film in showing or explaining an historical event, figure, or time period?
Explain at least two specific parts of the film that support your opinion.

Part 2: Read the book by Howard Zinn *A People's History of the United States* and type your answers to the following questions. These questions only address the first part of the book. The second part of the book will be utilized later in the course.

Chapter 1: Columbus, the Indians, and Human Progress

1. How did the Arawaks greet Columbus and his men? (Use the excerpts from Columbus' journal)
2. Why had the Spanish monarchs financed the Columbus expedition?
3. Describe the treatment of women in the Arawak culture?
4. Why is Zinn critical of "Columbus Day"?
5. What "lens" does Zinn examine history through? Which "lens" does he avoid? Why does he feel this is necessary?
6. Describe Cortes' conquest of the Aztecs. Describe Pizarro's conquests.
7. How were the English colonial settlements similar to that of the Spanish?
8. How did the Pilgrims and Puritans respond to the "Indian problem"?
9. Describe the Native American peoples of the North and South American continent that Columbus considered "inferior".

Chapter 2: Drawing the Color Line

10. What is significant about J. Saunders Redding's description of the arrival of a ship in 1619?
11. How did slavery develop? How did racism develop along with it?
12. Describe the African civilization during the time of colonization.
13. Describe the conditions on a slave ship and the treatment of slaves early in the colonies.
14. Describe slave resistance.
15. What did slave owners consistently avoid? What methods did they use to avoid it?
16. When was the first large scale slave revolt? Why was it significant?
17. Why was it feared that whites would join slave revolts? How was this prevented?

Chapter 3: Persons of Mean and Vile Condition

18. How did Bacon's Rebellion come to symbolize the class struggle?
19. How were people oppressed in colonial Virginia?
20. How was the indentured servants Atlantic crossing similar to that of the slave?
21. Describe the conditions indentured servants endured. How did the indentured servants rebel?
22. Describe how the "mother country's" class system was established and preserved in the colonies.
23. What caused Britain to raise taxes that resulted in higher unemployment and poverty?
24. How did the consequences for Bacon's Rebellion differ? What was the hope of these consequences?

Chapter 4: Tyranny is Tyranny

25. What was "discovered" around 1776?
26. How did the colonists see the Proclamation of 1763 uniting these two colonial enemies?
27. How did North Carolina suffer from class war?
28. What societal group made up the Sons of Liberty? How does this support Zinn's argument that the Revolution was fought for the wealthy?
29. How was Patrick Henry able to unite the different classes towards war with England?
30. How did Thomas Paine use *Common Sense* to unite the people?

Chapter 5: A Kind of Revolution

31. What was the turning point in the Revolution? Why?
32. Why was there rebellion within the Americans troops? How did General Washington respond?
33. How did religion play a role in the American Revolution?
34. How did a strong central (federal) government help the already wealthy?
35. Describe Daniel Shay's rebellion.
36. How does the intent and interpretation of the Constitution change when seen through economic interests?
37. How was the First Amendment violated under John Adams' administration?
38. According to Hamilton, who must the government align itself with? What tax was placed upon the poor?

Chapter 6: The Intimately Oppressed

39. How is it clear that women were oppressed?
40. Describe how different societies treated women?
41. How were the first women in the colonies treated?
42. How did Anne Hutchinson "rock the boat" so to speak?
43. What freedoms did the American Revolution bring for women?
44. Describe the "cult of womanhood."
45. How did Samuel Slater contribute to a woman's ability to work outside the home?
46. How did Sojourner Truth represent two movements?

Chapter 7: As Long as Grass Grows or Water Runs

47. What was the significance of Tecumseh?
48. How did Cass's treatment of the Indians compare to Jackson's?
49. What happened when gold was discovered in Cherokee territory?

50. How had whites and Indian relations improved? Why was this potentially dangerous?
51. In what ways had the Cherokee's adapted to the white man?
52. Who was Sam Worcester? Why is his case before the Supreme Court significant?

Chapter 8: We Take Nothing by Conquest, Thank God.

53. How did the Mexican-American War start? How did it end? Why were some against the war?
54. Who was Henry David Thoreau? What did he do (and eventually write about) in response to the war?
55. What were the terms of the Treaty of Guadalupe Hidalgo?

Chapter 9: Slavery Without Submission, Emancipation Without Freedom

56. How does Zinn justify the statement that the US's support of slavery was born out of practicality?
57. When and where was the largest slave revolt?
58. Describe Harriet Tubman's contributions to the abolitionist movement.
59. Who was David Walker and what was his message?
60. What was the significance of the Fugitive Slave Act of 1850?
61. How did the *Croole* incident irritate the issue of slavery?
62. To what extent did the Emancipation Proclamation change the war effort according to Zinn?
63. What were the differing opinions of Booker T. Washington and W.E.B. Dubois?

Chapter 10: The Other Civil War

64. What inventions helped to propel the "average American" towards greater equality?
65. What was the Lowell system?
66. How did women play a large role in the strikes during this time period? What effect did the Civil War have upon the women of the working class?
67. How did Greenbackism change the role of the National Labor Union?
68. Explain the conditions the common people faced in the various depressions spanning from 1837-1929.
69. Describe the Great Railroad Strikes of 1877.

Chapter 11: Robber Barons and Rebels

70. What were the new technological developments between 1860 and 1900?
71. What controversy did Morgan, Rockefeller, Carnegie, Armour, Gould and others create during the Civil War?
72. How did the Supreme Court contribute to the suppression of the poor working class through its interpretation of the Sherman Anti-Trust Act, *Munn v. Illinois*, and *Wabash v. Illinois*?
73. What role did the American Federation of Labor and Knights of Labor play in the organization of workers?
74. Who was Eugene V. Debs? What was his contribution to the rise of the labor movement?
75. What was the Grange movement?

Part 3: ID the following terms from Period 1:

An ID is essential where you identify a person, place, event or idea and place it in its correct place in time. Discuss the significance of the following terms. Be sure to address the following aspects for each term:

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| 1. Who or What? | 4. Causes? |
| 2. When? | 5. Course? (What actually happened?) |
| 3. Where? | 6. Consequences? (Effects, Why it is important?) |

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|-------------------------|-------------------------|--------------------------|
| A. Francisco Pizarro | G. Hernan Cortes | M. Pueblo Indians |
| B. Bartolomeu Dias | H. Robert de La Salle | N. Iroquois Confederacy |
| C. Juan Ponce de Leon | I. Mestizos | O. Encomienda |
| D. Hernando de Soto | J. Treaty of Tordesilla | P. Anasazi |
| E. Montezuma | K. Spanish Armada | Q. Mississippian Culture |
| F. Christopher Columbus | L. Conquistadores | |

Discuss the significance of the following terms using the specific requirements provided above.

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| A. Pocahontas | J. Elizabeth I | S. Starving time |
| B. Powhatan | K. Philip II | T. Sea dogs |
| C. John Rolfe | L. James I | U. Virginia Company |
| D. Walter Raleigh | M. Joint-stock company | V. Jamestown |
| E. Oliver Cromwell | N. House of Burgesses | W. Charles Town |
| F. John Smith | O. Royal charter | X. Protestant Reformation |
| G. John Wesley | P. Slave codes | Y. Powhatan's Confederacy |
| H. William Penn | Q. Longhouse | |
| I. Henry VIII | R. Indentured servitude | |

Discuss the significance of the following terms using the specific requirements provided above.

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| A. John Calvin | G. King Philip | M. Pilgrims |
| B. Anne Hutchinson | H. William and Mary | N. Navigation Laws |
| C. Roger Williams | I. Martin Luther | O. Glorious Revolution |
| D. Henry Hudson | J. The "elect" | P. Quakers |
| E. William Penn | K. Predestination | Q. Mayflower |
| F. John Winthrop | L. Salutary neglect | R. Protestant Ethic |

Part 4: Optional Extra Credit

Want to start the semester off right? Choose a book from the AP US History Suggested Book List and complete a critical analysis of it. (Think about the questions you answered about the films) Want a little credit, but are not willing to take on a book? Find a historical fiction film (rating appropriate for you and your family) and do an additional film analysis answering the film questions, but also address the fictional aspects of the film and their purpose in teaching the history. (Historical fiction films such as The Patriot, Glory, etc).