

AGS American Studies Summer Assignment: Mr. Lock  
Due: Wednesday, August 19, 2015

Welcome to AGS American Studies. In order to prepare for our class, it is imperative that you complete summer reading and assignments. Obtain a copy of the book 10 Days That Unexpectedly Changed America, by Steven Gillon. Below you will find assignments based upon each chapter.

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Required Work by ALL students:

1. All students must read Chapters 1-5. After reading, all students are to complete the assignments for the corresponding chapters. The assignments should be legibly hand written on loose leaf paper!
2. All students must create flash cards AND memorize the Presidents and pertinent information for each president. Flash cards should be set up as follows:

<u>Side 1</u>	<u>Side 2</u>
President Name	Date (years) in office Political Party

Example:

(front) George Washington	(back) 1789-1797 No political party
(front) John Adams	(back) 1797-1801 Federalist

There. You already have two complete! 42 more to go! ☺

**\*\*\*\*\*There will be a test on the second day of school. The test will be a blank piece of paper. You will be required to write down each president, his years in office, and his political party.\*\*\*\*\***

Additional REQUIRED WORK by HONORS students:

3. Pick two additional chapters of your choice (6-10) in the book, 10 Days That Unexpectedly Changed America. Read the chapters and complete the corresponding chapters.

**PLAGIARISM WILL NOT BE TOLERATED.**

- **What is plagiarism?**  
It is plagiarism to copy word for word information from other sources and present it as your own or to paraphrase/summarize ideas from other sources and present it as your own. YOU MUST CITE ALL DIRECT QUOTES WITH THE PAGE NUMBER.
- **What will happen if you plagiarize?**  
PLAGIARISM WILL RESULT IN A **ZERO FOR THIS PROJECT** AND A PARENT CONFERENCE TO DISCUSS THE INFRACTION.

## **Chapter 1 – Massacre at Mystic**

### **Identify:**

Define/explain the significance of each of the terms, people, etc.

Bradford,	Metacom	wampum
William	Pequots	Winthrop, John
“Citty on the Hill”	Puritans	
Massachusetts Bay Colony	smallpox	

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

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

**Discussion Questions:** Each answer should be a 5-7 sentence paragraph.

1. Why were the Pequots the focus of Puritan anger in the 1630s? (why not other tribes? who was the opposition before/after the 1630s?)
2. What were the Puritans’ justifications for 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 accuracy 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 of the terms, people, etc.

Anti-Federalists	Federalists	Shays, Daniel
Articles of Confederation	Madison, James	The Federalist
Democracy	post-war depression	

Chronology: Put the following events in the correct order.

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

Bill of Rights	Shays' Rebellion
Constitutional Convention (Philadelphia)	Treaty of Paris (ending Revolutionary War)

Discussion Questions: Each answer should be a 5-7 sentence paragraph.

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 or 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 of the terms, people, etc.

Sutter, John	Oregon-California Trail	“foreign miners’ tax”
Marshall, James	Manifest Destiny	Wilmot Proviso
Brannan, Sam	Californios	

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

‘49ers go west	Compromise of 1850/Fugitive Slave Act	transcontinental railroad completed
Chinese Exclusion Act	gold discovered at Sutter’s Mill	Treaty of Guadalupe-Hidalgo
Civil War		

**Discussion Questions:** Each answer should be a 5-7 sentence paragraph.

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 1850s? 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 benefited? who didn’t? why?)

#### **Chapter 4 – The Battle of Antietam**

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

13th, 14th, and 15th Amendments

border states

Lee, Robert E.

total war

Grant, Ulysses S.

McClellan, George

war of attrition

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

First Battle of Bull Run

Emancipation Proclamation

Battle of Antietam

Appomattox Courthouse

Discussion Questions: Each answer should be a 5-7 sentence paragraph.

1. What factors made the Battle of Antietam the bloodiest day 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 of the terms, people, etc.

Carnegie, Andrew

Cleveland, Grover

Frick, Henry Clay

“ironclad” contract

Scientific management

Pinkertons

Second Industrial Revolution

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

Bessemer Process

first national strike (railway)

Coxey’s March/Pullman Strike

Homestead Strike

Discussion Questions: Each answer should be a 5-7 sentence paragraph.

1. How were 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 of the terms, people, etc.

“bully pulpit”

“good” and “bad” trusts

Hanna, Mark

McKinley, William

Roosevelt Corollary

Square Deal

Progressives

Roosevelt, Teddy (TR)

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

Anthracite Coal Strike (PA)

Northern Securities case

TR's Progressive Party campaign

Assassination of McKinley

Spanish-American War

Discussion Questions: Each answer should be a 5-7 sentence paragraph.

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 rights and freedoms of the "common man" (a vestige of the Revolutionary era). How did TR alter this view of 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 of the terms, people, etc.

ACLU

Bryan, William Jennings

Christian fundamentalism

“culture war”

Mencken, H.L.

Darrow, Clarence

televangelists

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

1920 Census

Darwin’s Origin of the  
Species

Prohibition begins

Butler Act

Scopes Trial

Discussion Questions:

1. How did mass media (radio, theater, newspapers, etc.) produce a national culture in the 1920s? 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 1920s helped create a “modern” – untraditional – image for women?
3. Besides teaching creationism in schools, what other issues did traditionalists promote in the 1920s?
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 of the terms, people, etc.

“military-industrial complex”

MAD

Manhattan Project

nuclear fission

Roosevelt, Franklin D.

Truman, Harry

Oppenheimer, J. Robert

Szilard, Leo

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

Bombings of  
Hiroshima/Nagasaki

Pearl Harbor attacked

USSR detonates atomic  
bomb

Germany invades Poland

Nuclear test at Alamogordo,  
NM

Discussion Questions: Each answer should be a 5-7 sentence paragraph.

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 of the terms, people, etc.

Sullivan, Ed

Presley, Elvis

“race music”

Freed, Alan

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

American Bandstand begins national broadcasts

Elvis first appears on national

Brown v. Board of Education

TV McDonald's opens first restaurant

Discussion Questions: Each answer should be a 5-7 sentence paragraph.

1. How was the Cold War a contributing cause to the widespread social conformity of the 1950s?
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 1950s?
4. Rank the following factors in terms of their affect on the emergence of the "youth culture" of the 1950s. 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 of the terms, people, etc.

Moses, Robert

SNCC

Killen, Edgar Ray

CORE

Johnson, Lyndon B.

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 they occurred. Then, explain how each event is linked (cause/effect) to the one that follows.

Brown v. Board of Education

Freedom Riders

Greensboro Sit-in's

Civil Rights Act

Freedom Summer

Voting Rights Act

Discussion Questions: Each answer should be a 5-7 sentence paragraph.

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