

Advanced Placement United States History
Summer Assignment 2018

Welcome to APUSH!

Part I: Textbook & Notes—Summer Reading for APUSH

Bailey, Thomas, Elizabeth Cohen, and David M. Kennedy. *The American Pageant: A History of the Republic*. 12th ed. Boston: Houghton Mifflin, 2002. Print.

Students must check out the *American Pageant* prior to Thursday, May 17th from the Library. You may consider purchasing your own copy of the *American Pageant*, 12th edition. Look for used copies on Amazon or other websites, be sure you are getting the 12th edition.

In order to provide a strong foundation in APUSH and allow for review time prior to the exam in May, students are expected to complete the reading and notes for chapters 1-3 prior to the first day of school. Formative assessments on this material will begin the first full week of school; summative assessments will begin the third week of school.

Read the text and complete the reading guide for the first three chapters of the *American Pageant* found at the end of this document. I recommend you take additional notes following the Cornell Notes format for each section; define vocabulary and take notes on the questions for each section. You are expected to complete the reading guide in your own handwriting.

Cornell Notes

The Cornell Notes strategy is an effective method to organize your notes as you read the text and/or listen to class lectures. Refer to <http://coe.jmu.edu/learningtoolbox/cornellnotes.html> for format and examples of how your notes should be organized. Be patient and persistent: although this strategy may seem awkward and time-consuming at first, Cornell Notes are one of the most effective formats for note taking, especially for those of you who read the text but struggle with comprehension or recall. If the link is broken, Google *Cornell Notes* or *The Learning Toolbox*, a site produced by James Madison University.

There are a myriad of review books available at book stores and online. Basically, if you use it, then it's a good review book. I strongly recommend getting a review book and using it.

Part II: Critical Film Review Assignment

The APUSH film review assignment is designed to supplement student knowledge of a particular historical period, person(s), event, or institution through the analysis of a related film. This is an opportunity to experience a richer encounter with history, as well as connect the rise of cinema as a prominent facet of American cultural history.

Historical films open up history to people. Films provide viewers a unique insight to events that we may never have the opportunity to experience. And although no movie can be entirely accurate, when done well, filmmakers can immerse audiences into a world lost in time, captivating our attention and connecting our understanding to history beyond the classroom.

For the film reviews, students are responsible for critically viewing the work, evaluating historical accuracy, and writing an overall evaluation following the guidelines provided. Students will be expected to complete 6 total film reviews; students may choose only 1 film per section. Film Reviews will count for a summative grade, 1 per semester.

Please note some of the films are rated "R." You must have parental consent prior to viewing. "R" ratings are primarily for language and/or violence.

1st Semester
Film Study:
3 reviews due no
later than Friday,
August 25. You
may turn in at
anytime prior
to due date.

Colonial Era - Foundations of America (1492 - 1820s)

John Adams (2008)—HBO series of John Adams
Last of the Mohicans (1992) - French & Indian War (R)
The Crucible (1996) - Salem witch trials; Puritans (PG13)
The Patriot (2000) - Revolutionary War (R)
Amistad (1997)—Trans Atlantic Slave Trade (R) *(includes nudity & racial violence)*
Roots - Path of Diversity in America

Jacksonian Democracy - Reconstruction (1824-1877)

Gettysburg (1993) - decisive battle of the Civil War (PG)
Glory (1989) - Civil War; African-American regiment 54th Massachusetts (R)
Gone With the Wind (1939) - Antebellum and Civil War South (PG)
Lincoln (2012) - President Lincoln & the Civil War (R)

Immigration & American Frontier (1800s)

Gangs of New York (2002) - Civil War era cities and immigrants (R)
Far & Away (1992) - Immigration & Western Frontier Land Grab (PG13)
Tombstone (1993)—Law & Order on the Western Frontier (R)
True Grit (2010) - Law & Order on the Western Frontier (PG13)
Wyatt Earp (1994)—Law & Order on the Western Frontier (PG13)
Little Big Man (1970) -Sand Creek Massacre (PG)

Early Twentieth Century (1900 - 1950)

42 (2013)—Jackie Robinson & Civil Rights (PG 13)
Cinderella Man (2005)—1930s working class (PG13)
Citizen Kane (1941)—Turn of the Century Newspaper Tycoon (PG)
Raging Bull (1980)—Italian-American subculture (R)
Seabiscuit (2003)—Horse Racing & the Depression Era (PG13)
The Untouchables (1987)—Al Capone & the 1920s (R)
To Kill a Mockingbird (1962)—Civil Rights & the Great Depression (PG)
The Help (2012) - Civil Rights Movement (PG 13)

2nd Semester
Film Study:
3 reviews due no
later than Friday,
January 12.
You may turn in at
anytime prior
to due date.

World War II & Vietnam (1941 - 1975)

Band of Brothers (2001) - HBO series World War II, 101st Airborne
Good Morning, Vietnam (1987) - Vietnam War (R)
Letters from Iwo Jima (2006)—WWII Pacific (R)
Patton (1970)—WWII General (PG)
Pearl Harbor (2001) -World War II (R)
Saving Private Ryan (1998) - World War II (R)
Tora, Tora, Tora (1970) - Pearl Harbor (PG)
Red Tails (2012) - Tuskegee Airman (PG 13)

Cold War Era (1945-1991)

Apollo 13 (1995)—1970s Space Race (PG)
Dr. Strangelove (1964) - Cold War arms race (PG)
Good Night, and Good Luck (2005)—McCarthyism & the Red Scare (PG)
J. Edgar Hoover (2010)—FBI director Hoover & the Cold War (R)
Miracle (2004)—1980 Olympic Games (PG)
October Sky (1999) -Post Sputnik; boy meets rocketry (PG)
The Majestic (2001) - McCarthyism; Hollywood blacklisting (PG)
Thirteen Days (2000) - Cuban Missile Crisis (PG13)
Argo (2012) - Iranian Hostage Crisis (R)

APUSH Film Review Format

Student Name
Date Submitted
Class Period

Title of Film (Year Produced)
Genre
Director
Main Actors
Awards (nominations or wins)

The Truth:

Research the true history of the historical event, person(s), time period, or institution portrayed in the film. You may want to begin with a film review site for an overview of the film, but this site will NOT provide students with the historical background, or content needed, to complete the review assignment. For research, students should use print or online resources such as *Hippocampus*—excellent short videos!—at <http://www.hippocampus.org>.

The Film:

Plot: Write a synopsis, or summary, of the film. Make sure that your summary makes sense to a reader who does not know the movie. Do not refer to specific scenes and do not try to explain everything.

You must also include the next items, but not as different parts (they may be included in your description of the story)

Place and time: Where does the action take place? When does the action take place? (present time, 19th century) Is the story chronological (according to the order of time) or flash back
Background: society, country, kind of people (age, culture social class), historical time, etc.

Comparison & Evaluation

To what extent is the film historically accurate? Identify specific accuracies and director's liberties with the film. How has the film furthered student knowledge of the history portrayed?

Provide an evaluation of the film. Give your opinion, but it must be more than "I liked it." This is important as the reviewer can express the elements of the movie they enjoyed or disliked. However, as in all good journalism, the reviewer should also give impartial details, and allow the reader to make their own mind over an issue the reader liked or disliked. Opinions should be explained to allow the reader to determine whether they would agree with your opinion.

FYI

Important note of writing: the reader understands you are writing this review; therefore, do NOT use 1st or 2nd person personal pronouns (I, me, us, we, you). This is a formal writing assignment—be sure to check your work for GUMS (grammar, usage, mechanics, and spelling) errors.

Plagiarism

Plagiarism is never ok. Do NOT copy another writer's work. All reviews are to be TYPED, single spaced, and are subject to submission to online plagiarism checkers. Students will receive a grade of 0% on work that is plagiarized, parent phone call, referral to administration.

All resources must be cited, MLA format.

Sample Film Review

Jennifer Wilson
May 25, 2012
1st Period

Pocahontas (1995)
Animation, Adventure, Drama
Mike Gabriel
Mel Gibson, Christian Bale, Billy Connelly

The Truth:

Pocahontas was daughter of Powhatan, the chief of the Algonquian Indians in Virginia, near Jamestown, the first permanent English settlement. In 1607, the English leader of the Jamestown settlement Captain John Smith was taken captive of the Algonquian Indians. During a ritual ceremony in which the chief feigns to bludgeon the captive, John Smith was "saved" by the chief's daughter, Pocahontas, when she covered his body with her own in a dramatic display of saving him. Following the mock execution and saving of Smith, Powhatan took Smith as an honorary member of his family; Pocahontas and Smith became friends. Over the next year, relations with the Algonquian and English remained friendly and mutually beneficial via trade; however, by 1609, hostilities grew between the American Indians and English. Injured in a gunpowder explosion, Captain John Smith was forced to return to England, subsequently eroding existing relations.

In 1613, Pocahontas was initially taken as captive of an English settlement in the Jamestown community; enjoying relative freedom within the community, Pocahontas began studying Christianity and formed a friendship—and later romance—with the tobacco pioneer John Rolfe. With Powhatan's consent, and following her baptism and adopting of the English Christian name Rebecca, Rolfe and Pocahontas married. A general peace and a spirit of goodwill between the English and the Indians resulted from this marriage.

In 1616, Rolfe, Pocahontas, and their son Thomas returned to London to much fan-fare as Pocahontas' arrival generated a fire-storm of interest. She was presented to King James I and even reunited with her friend John Smith, whom of which she believed to be dead. In 1617 the Rolfe family returned to Jamestown; however, Pocahontas did not survive the journey, dying of pneumonia or tuberculosis.

Historians widely credit Pocahontas for not only serving as a representative of the Virginia Indians, but also as a vital link between the American Indians and the Englishmen. Without her courage and friendship, many believe Jamestown would have suffered much more greatly, perhaps even the same fate as the doomed Roanoke colony.

The Film:

Set in 1607 colonial America, Disney's *Pocahontas* captures the early relationship of the Algonquian Indians with the Englishmen, and their arrival at Jamestown. The first half of the film depicts the English as gold-hungry settlers woefully prepared for conditions of the Virginia terrain, poor relations between the American Indians and English, and the saving of Captain John Smith by Pocahontas. As a burgeoning friendship and love affair develops between Smith and Pocahontas, the chief's daughter, rivalries between the groups over land threaten the survival of Jamestown, the first permanent English colony in America. Smith and Pocahontas work together to bring peace to their communities, each acting as a liaison.

Comparison

Overall, the relationship between Smith and Pocahontas in the Disney film is fairly accurate as she does save Smith from execution, although truly this was more of an act of ceremony than an actual threat to his life. And though they do develop a strong friendship that helped bring peace and prosperity to the Jamestown colony, Smith and Pocahontas never fall in love or marry, as depicted in the sequel. Whereas Pocahontas was only 12 years old when the English arrived and therefore the physical portrayal of Pocahontas is quite exaggerated in the film, the depiction of Jamestown, the gold fever, and rivalries are fairly on target thereby providing audiences an accurate visual of colonial life at the turn of the 17th century.

Considering *Pocahontas* is an animated Disney film, the storyline is well done: the animation and music are appealing and "kid" friendly, the love story is believable and strong, and the history is worthwhile for audiences to learn from.

IMDb. IMDb.com. Web. 11 May 2012. <<http://www.imdb.com/>>.

"Pocahontas." *Jamestown Rediscovery*. Preservation Virginia. Web. 11 May 2012.

CHAPTER 1

New World Beginnings, 33,000 B.C.–A.D. 1783

1. **Part One Intro. (pp. 2–3)** This introduction gives you a preview of the authors' answers to certain key questions about America up to the establishment of the United States. Look at this section and list three major questions you think the authors will be addressing in the first eight chapters.
 - 1.
 - 2.
 - 3.
2. **The Earliest Americans (pp. 4–10)**
 - a. List three things you found new or particularly interesting about the Native American societies that existed prior to their discovery by Europeans.
 - 1.
 - 2.
 - 3.
 - b. *** What comments do you have about the differing views (pp. 9–11) of the relation of humans to nature held by Europeans (**humans have dominion over the earth**) and Native Americans (**humans must live in harmony with nature**)? Is one better than the other?
3. **Direct and Indirect Discovery of America (pp. 10–14)**
 - a. What is the connection the authors make between the eventual discovery of America and the Crusades, Marco Polo, and the European taste for exotic goods from Asia?
 - b. List three of the factors mentioned by the authors on pp. 13–14 as coming together to produce the voyage of Columbus.
 - 1.
 - 2.
 - 3.
 - c. How did the New World discovery build an interdependent global economic system? What were the distinctive roles played by Europe, Africa, and America in this new system?

Europe:

Africa:

America:

4. Worlds Collide (pp. 14–16)

a. List three of the most important plants and animals introduced from America to Europe, and vice versa:

America to Europe

Europe to America

1.

2.

3.

b. We usually think of military defeat as causing the downfall of most Native American civilizations. But in reality it was _____ that caused the decimation of up to _____ percent of Native American population. *** Hitler's Holocaust in Europe was responsible for the extermination of 6 million Jews. List one similarity and one major difference you see between the Holocaust and the fate of Native Americans at the hands of the Europeans.

Similarity

Difference

c. *** (Optional) Do you have any theories as to why Native Americans died of European diseases and Europeans didn't die of Native American diseases?

5. Spanish Conquistadores (pp. 16–24)

a. List the areas explored by the following Spanish expeditions to North America:

Ponce de Leon:

Hernando de Soto:

Francisco Coronado:

Hernán Cortés:

b. In 1769, Father _____ started a string of missions designed both to colonize California and Christianize the native Californians. *** What is your view of this?

c. What main difference do the authors point out (pp. 23–24) between Spanish interaction with native peoples and that of the English? *** Can you think of any reason for this difference?

CHAPTER 1 TERM SHEET

New World Beginnings

Pages 4–10

Incas

Mayans

Aztecs

Pueblos

Creeks, Choctaws, and Cherokees

Iroquois Confederacy

Pages 10–14

Vinland

Portuguese slave trade

Vasco da Gama

Columbus

Pages 14–16

Hispaniola

Old World diseases

Pages 16–24

Treaty of Tordesillas (1494)

Vasco Nunez Balboa

Ferdinand Magellan

Juan Ponce de Leon

Francisco Coronado

Hernando de Soto

Hernán Cortés

John Cabot

Giovanni da Verrazano

Robert de La Salle

Juan Rodriguez Cabrillo

Father Junipero Serra

CHAPTER 2

Planting of English America, 1500–1733

1. England's Imperial Stirrings (pp. 25–28)

a. The introduction notes that three major powers planted their flags in what would be the U.S. and Canada within three years of each other: the Spanish at _____ in 16____, the French at _____ in 16____, and the English at _____ in 16____. The Protestant English Queen _____ ascended the throne in 1558 and intensified the rivalry with Catholic Spain. She dispatched semipiratical “sea dogs” such as Francis _____ and encouraged the ultimately failed attempt by Sir Walter _____ to establish a colony on Roanoke Island in 1585. When England defeated the Spanish _____ in 1588 and ultimately signed a peace treaty with Spain in 1604, the English people were poised to begin planting their own colonial empire.

b. The last paragraph of this section talks about the essential preconditions for English colonization in the early 1600s. What do the authors say was responsible for each of the following?

(1) creating the opportunity:

(2) providing the colonists and workers:

(3) providing the motivation:

(4) securing the financial means:

2. Virginia (pp. 28–33)

a. The form of organization of the various English colonies is important. The Virginia Company is described as a joint stock company. What is a joint stock company? *** Do you think it's any different from today's corporate form of business organization? Was it designed to win territory for the crown or profits for its investors?

b. Why do the authors say that the charter of the Virginia Company is important to American history?

c. What is the connection the authors make between the results of the Second Anglo-Powhatan War in 1644 and future American policy toward Native Americans?

d. List one or two positive and negative consequences of the European incursion on Native American populations:

Positive

Negative

e. List two negative consequences of Virginia's reliance on tobacco as its staple crop:

(1)

(2)

f. Limited self-government was allowed in Virginia in the form of the House of _____, established in 16____.
*** Why do you think the authors imply on p. 33 that the British crown eventually came to regret the establishment of such “mini-Parliaments?”

3. Maryland and the Southern Colonies (pp. 33–41)

a. List two things you found interesting about the “Catholic Haven” of Maryland:

(1)

(2)

b. Huge plantations producing _____ dominated the British West Indies. They were worked by African _____ that eventually came to outnumber Europeans four to one. This slave-based plantation agriculture model was transplanted into the Carolinas around 1670 by a group of displaced settlers from Barbados.

c. How could a relatively small number of Europeans have forced perpetual slavery on so many Africans? Look at the excerpt from the Barbados Slave Code (p. 36) that formed the legal basis for slavery in America:

(1) What were the legal rights of slaves relative to their masters?

(2) *** What underlying mental assumptions or rationales do you think could have led people of that time to enact such a code?

d. List one or two distinguishing characteristics that you found interesting about:

(1) South Carolina:

(2) North Carolina:

(3) Georgia:

e. What are the distinguishing characteristics of the southern colonies discussed in the last section of this chapter?

(1) Economic:

(2) Social:

(3) Religious:

CHAPTER 2 TERM SHEET

Planting of English America

Pages 25–28

Queen Elizabeth I

Sir Francis Drake

Sir Walter Raleigh

Philip II/Spanish Armada (1588)

English “enclosure” of cropland

Laws of “primogeniture”

“Joint-stock companies”

Pages 28–33

Virginia Company of London

“Charter” of the Va. Company

Jamestown, Va. (1607)

Capt. John Smith

Pocahontas

John Rolfe

Lord De La Warr

Anglo-Powhatan Wars (1614, 1644)

House of Burgesses (1619)

Pages 33–41

Lord Baltimore (1634)

Maryland “Act of Toleration” (1649)

Barbados Slave Code

Charles II/Restoration (1660)

South Carolina

North Carolina

Georgia/James Oglethorpe (1733)

Iroquois Confederacy

CHAPTER 3

The Northern Colonies, 1619–1700

1. Puritanism and Pilgrims (pp. 43–46)

a. In the introduction, the authors point out the differing motivations for colonization. If acquiring worldly riches was the main motivation in the southern colonies, _____ was the main motivator for people going to New England. Based on the teachings of John _____ of Geneva, what were the main elements of Puritan theology?

(1) Relation of God to man:

(2) Good works vs. predestination:

(3) Signs of conversion, grace, membership in the “elect” :

(4) “Visible saints” only as church members:

b. What were the Puritans trying to “purify”?

c. *** What do you think of Puritan theology? How does it compare with other religions with which you are familiar?

d. The Pilgrims were _____, i.e., they wanted to split from the Church of England, not continue trying to reform the Church. A small group who had settled in Holland left for America aboard the _____ in 1620. What do the authors say is the significance of the Mayflower Compact?

e. What eventually happened to the small Plymouth Colony in 1691?

2. Massachusetts Bay Colony (pp. 46–49)

a. If, contrary to the Pilgrims, the Massachusetts Bay Puritans were nonseparatist (i.e., not in favor of breaking with the Church of England), what motivated their mass exodus to the New World beginning in 1629?

b. What did Governor John _____ mean when he said that the new Bay Colony would be “as a city upon a hill?”

c. Who had political power in the colony? Did the Puritans believe in the separation of church and state?

d. *** Do you agree that Massachusetts had little choice but to expel Anne Hutchinson and Roger Williams lest they “pollute the entire Puritan experiment”?

e. What is the most distinguishing characteristic of Rhode Island?

3. New England Spreads Out (pp. 49-56) Look at the map on p. 49. People from Massachusetts Bay spawned four new colonies, three to the south and one to the north. They were: _____, _____, _____, and _____. Read the section on the decimation of native populations through disease and wars such as the _____ War (1637) and King _____ War (1675). *** What thoughts do you have about these early encounters between Indians and Europeans? Could things have been done differently? Was conflict inevitable?

4. New Netherland/New York (pp. 56-59) The Dutch staked their claim in the New World through the explorations of Henry _____, in the employ of the Dutch East _____ Company. The city of New _____ was established as a trading post and Dutch families built feudal estates up the _____ River Valley. The able governor Peter _____ solidified the Dutch position, but the British took over the colony and renamed it New _____ in 16____. (Note that the Dutch heritage is still evident in the Hudson River Valley and we owe our heartfelt gratitude to the Dutch for leaving us with Santa Claus, Easter eggs, and sauerkraut.)

5. Pennsylvania and the Middle Colonies (pp. 59-63)

a. List two distinguishing beliefs of the Quakers:

(1)

(2)

b. What was the objective of William Penn in founding the colony in 1681?

c. The Quakers tried out a rather novel and enlightened approach to the native populations. What do the authors mean when they say that “Quaker tolerance proved the undoing of Quaker Indian Policy”?

d. List two distinguishing characteristics of the “Middle Colonies” (N.Y., N.J., Del., Pa.):

(1)

(2)

VARYING VIEWPOINTS

Europeanizing America or Americanizing Europe?

1. Concentrate on the first two paragraphs and the final paragraph of this section. They are important in emphasizing that history is anything but static—that historical interpretation is constantly evolving as new research is completed and as new perspectives are developed. Based on these few paragraphs, see if you can summarize the perspective that your parents and grandparents might have found in their U.S. history textbook as compared to the perspective that you will expect to find in the remainder of this text:

(1) Parents/Grandparents:

(2) Current Perspectives:

2. Look over the following quotes from two prominent historians of the colonial period. *** In telling the story of early European interaction with native populations, would you say that the authors tend to be closer to the interpretation of Wertenbaker or that of Nash? What evidence did you find in the first three chapters for your view?

“The most stupendous phenomenon of all history is the transit of European civilization to the two American continents. For four and a half centuries Europeans have been crossing the Atlantic to establish in a new world their blood, languages, religions, literatures, art, customs. This movement, involving many nations and millions of men and women, has been termed the expansion of a new Europe in America.”

Thomas J. Wertenbaker, *The Founding of American Civilization* (1938)

“The cultures of Africans and Indians—their agricultural techniques, modes of behavior, styles of speech, dress, food preference, music, dance, and other aspects of existence—became commingled with European culture. . . . A New World it is . . . for those who became its peoples remade it, and in the process they remade themselves, whether red, white, or black.”

Gary Nash, *Red, White, and Black: The People of Early America* (1974)

CHAPTER 3 TERM SHEET

The Northern Colonies

Pages 43–46

Protestant Reformation

John Calvin

Church of England (1530s)

“Puritans”

Pilgrims

Plymouth Colony

Capt. Myles Standish

Mayflower Compact

William Bradford

Pages 46–49

Massachusetts Bay Colony (1629)

“Great Migration” (1630s)

John Winthrop

“Freemen”

Congregational Church

John Cotton

Anne Hutchinson (1638)

Roger Williams

Rhode Island

Pages 49–56

Pequot War (1637)

King Philip’s War (1675–1676)

New England Confederation (1643)

English “Restoration” (1660)

Bay Colony Charter Revocation (1684)

Dominion of New England (1686)

Navigation Laws

Sir Edmund Andros

“Glorious” Revolution/William and Mary (1688–1689)

Pages 56–59

Dutch East India Company

Henry Hudson

New Netherland (1623–1624)

New Amsterdam

Peter Stuyvesant (1655)

New York (1664)

Pages 59–63

Society of Friends/“Quakers”

William Penn

Pennsylvania (1681)

The middle or “bread colonies”

Benjamin Franklin