

Advanced Placement United States History  
Summer Assignment 2013

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*. 12<sup>th</sup> ed. Boston: Houghton Mifflin, 2002. Print.

**Students must check out the *American Pageant* prior to Friday, May 24<sup>th</sup> from the Media Center.** You may consider purchasing your own copy of the *American Pageant*. Look for used or new copies on *Amazon* or other websites.

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 follow 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** unless otherwise specified in accommodations.

**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.

**APUSH Review Book**

The Newman & Schmalbach US History Review Book (commonly known as the Flag Book) may also provide an overview of vocabulary and key concepts to help prepare for the APUSH course and exam. This book is available via the publisher and on used book sites and from former APUSHers. To order the text, refer to AMSCO:

United States History: Preparing for the Advanced Placement Examination (2010 Revision) - ISBN: 978-1-56765-660-2 (Print version only) R 785 P available @ <http://www.amscopub.com/>

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

In addition, another option for review, but not exclusive content material is the website <http://www.apnotes.net>. The site is mostly aligned with the textbook and provides a guided outline per chapter, as well as mini-quizzes for review. Ultimately, you will be able to complete most—but not all—of the assignment prior to receiving a school copy of the text.

**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.

1<sup>st</sup> Semester  
Film Study:  
3 reviews due no  
later than Friday,  
September 6<sup>th</sup>.  
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*)

**Jacksonian Democracy - Reconstruction (1824-1877)**

Gettysburg (1993) - decisive battle of the Civil War (PG)  
Glory (1989) - Civil War; African-American regiment 54<sup>th</sup> 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)

2<sup>nd</sup> Semester  
Film Study:  
3 reviews due no  
later than Friday,  
January 17<sup>th</sup>.  
You may turn in at  
anytime prior  
to due date.

**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)

**World War II & Vietnam (1941 - 1975)**

Band of Brothers (2001) - HBO series World War II, 101<sup>st</sup> 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)

**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)

## APUSH Film Review Format

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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, 19<sup>th</sup> 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 1<sup>st</sup> or 2<sup>nd</sup> 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.**

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## Sample Film Review

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Jennifer Wilson  
May 25, 2012  
1<sup>st</sup> 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 17<sup>th</sup> 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. 1769

## Founding the New Nation

The Shaping of North America—SKIP

Peopling of the Americas—SKIP

## The Earliest Americans

Maize

Aztecs

Incas

Pueblo

Mound Builders

Three-sister Farming

Cherokee

Iroquois

1. Describe the common features of North American Indian culture.
2. What factors contribute to the size and sophistication of the American Indian civilizations?

## Indirect Discoverers of the New World—SKIP

Europeans Enter Africa—SKIP

Columbus Comes upon a New World—SKIP

## When Worlds Collide

Impact of Corn, Potatoes, Sugar, Horses, Smallpox

3. Explain the positive and negative effects of the Columbian Exchange (aka Atlantic Exchange) on the New World, Old World, and Africa.

## The Spanish Conquistadors

4. How did the discovery of gold and silver in South America fuel the capitalist revolution in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries?
5. Describe the impact of the *encomienda* system.

## Makers of America: The Spanish Conquistadors

"Reconquista"

*mestizo*

## The Conquest of Mexico

Hernan Cortes

Tenochtitlan

Montezuma

6. Why was Cortes able to defeat the powerful Aztecs?

## The Spread of Spanish America

John Cabot

Giovanni da Verazano

Jacques Cartier

St. Augustine

New Mexico

Pope's Rebellion

Mission Indians

Black Legend

7. What universities were established prior to Harvard, the first university of the thirteen colonies? Dates?
8. Describe Spanish influence in present-day New Mexico and California.
9. What is the "Black Legend," and to what extent does our text agree with it?
10. What was the effect of Pope's Rebellion?

## CHAPTER 2: THE PLANTING OF ENGLISH AMERICA: 1500–1733

**England's Imperial Stirrings**

Henry VIII

Queen Elizabeth

Catholic Ireland

11. Why was England slow to establish New World colonies?

**Elizabeth Energizes England**

Sir Francis Drake

Sir Walter Raleigh

Virginia, Roanoke

Spanish Armada

sea dogs

12. Describe the defeat of the Spanish Armada and its impact on the imperial future of England.
13. Refer to the cartoon of Raleigh; what was his impact on England? His fate?

**England on the Eve of Empire**

Enclosure Movement

Primogeniture

joint-stock company

14. Explain how conditions in England around 1600 made it "ripe" to colonize North America.

**England Plants the Jamestown Seedling**

Virginia Company

Jamestown

John Smith

Powhatan

Pocahontas

Starving Time

Lord De La Warr

15. What factors contributed to the high death toll of Jamestown settlers?
16. How did Captain John Smith save Virginia colony from total collapse?
17. Describe the "starving time" winter of 1609-1610.

**Cultural Clash in the Chesapeake**

Powhatan's Confederacy

Anglo-Powhatan Wars

18. What factors led to the poor relations between Europeans and Native Americans in Virginia?

**Indians New World**

19. Describe the impact of horses, disease, and trade on the native way of life.

**Virginia: Child of Tobacco**

John Rolfe

Tobacco

House of Burgesses

20. "By 1620 Virginia had already developed many of the features that were important to it two centuries later." Explain.
21. What was significant of the House of Burgesses?

**Maryland: Catholic Haven**

Lord Baltimore

Indentured Servants

Act of Toleration

22. In what ways was Maryland different than Virginia?

**The West Indies: Way Station to Mainland America**

West Indies &amp; Sugar

African Diaspora

Barbados Slave Code

23. What historical consequences resulted from the cultivation of sugar instead of tobacco in the British colonies in the West Indies?

**Colonizing the Carolinas**

Oliver Cromwell

Charles II

Rice

24. Why did Carolina become a place for aristocratic whites and many black slaves?

**The Emergence of North Carolina**

Tuscarora Indians

25. North Carolina was called "a vale of humility between two mountains of conceit." Explain.

**Late-Coming Georgia: The Buffer Colony**

James Oglethorpe

26. Describe the early settlers of Georgia and explain how the buffer colony was unique among the Southern colonies?

**Makers of America: The Iroquois**

The Iroquois Confederacy

Deganawidah

Hiawatha

Five Nations

Handsoma Lake

27. How did the political structure of the Iroquois prove to be first a strength and ultimately a weakness?

**CHAPTER 3: SETTLING THE NORTHERN COLONIES: 1619–1700****The Protestant Reformation Produces Puritanism**

John Calvin

Conversion Experience

Visible Saints

Church of England

Puritans

Separatists

28. How did John Calvin's teachings result in some Englishmen wanting to leave England?  
29. Why did King James I oppose Separatists?

**The Pilgrims End Their Pilgrimage at Plymouth**

Mayflower

Myles Standish

Mayflower Compact

Plymouth,

William Bradford

30. Identify the Mayflower Compact; how did it provide a step toward self-government?  
31. Explain the factors that contributed to the success of the Plymouth colony.

**The Bay Colony Bible Commonwealth**

Puritans

Charles I

Massachusetts Bay Colony

Great Migration

John Winthrop

32. Why did the Puritans come to America?

**Building the Bay Colony**

Freemen

Bible Commonwealth

John Cotton

Protestant Ethic

33. How democratic was the Massachusetts Bay Colony? Explain.

**Trouble in the Bible Commonwealth**

Anne Hutchinson

Antinomianism

**Roger Williams**

34. What happened to people whose religious beliefs differed from others in Massachusetts Bay Colony?

**The Rhode Island "Sewer"****Freedom of Religion**

35. How was Rhode Island different than Massachusetts?

**Makers of America: The English**

36. In what ways did the British North American colonies reflect their mother country?

**New England Spreads Out****Thomas Hooker****Fundamental Orders**

37. Describe how Connecticut, Maine and New Hampshire were settled.

**Puritans versus Indians****Squanto****Massasoit****Pequot War****Praying Towns****Metacom****King Philip**

38. Why did hostilities arise between Puritans and Native Americans?  
39. What was the result of King Philip's War?

**Seeds of Colonial Unity and Independence****New England Confederation****Charles II**

40. Assess the following statement, "The British colonies were beginning to grow closer to each other by 1700."

**Andros Promotes the First American Revolution****Dominion of New England****Navigation Laws****Edmund Andros****Glorious Revolution****William and Mary****Salutary Neglect**

41. How did events in England affect the New England colonies' development?

**Old Netherlanders at New Netherlands****Dutch East India Company****Henry Hudson****New Amsterdam****Patroonships**

42. Explain how settlement by the Dutch led to the type of city that New York is today.

**Friction with English and Swedish Neighbors****Wall Street****New Sweden****Peter Stuyvesant****Log Cabins**

43. "Vexations beset the Dutch company-colony from the beginning." Explain.

**Dutch Residues in New York****Duke of York**

44. Do the Dutch have an important legacy in the United States? Explain.

**Penn's Holy Experiment in Pennsylvania****Quakers****William Penn**

45. What had William Penn and other Quakers experienced that would make them want a colony in America?



### Quaker Pennsylvania and Its Neighbors

East New Jersey  
West New Jersey  
Delaware

46. Why was Pennsylvania attractive to so many Europeans and Native Americans?

### The Middle Way in the Middle Colonies

Middle Colonies  
Benjamin Franklin

47. What do the authors mean when they say that the middle colonies were the most *American*?

## CH. 4—AMERICAN LIFE IN THE SEVENTEENTH CENTURY

### The Unhealthy Chesapeake

1. Describe the life expectancy of Southern colonists. What does this tell us about quality of life in the Virginia and Maryland?

### The Tobacco Economy

Indentured servants  
Freedom Dues  
Headright system

2. Identify the labor force that originally supported the Chesapeake colony. Describe the life of indentured servants and their lives after servitude.

### Frustrated Freemen and Bacon's Rebellion

Nathaniel Bacon  
Governor William Berkeley  
Disenfranchised

3. Why did Bacon resent Berkeley? Describe the impact of Bacon's Rebellion; what does the rebellion reveal about the relationship between colonists and frontiersmen?

### Colonial Slavery

Royal African Company  
Middle passage

4. What factors led to changes in the labor force in the English American colonies?  
5. Identify the evolution of slavery within the colonies—from servant to slave.  
6. Review the hull of the brig that carried the slaves; describe the conditions of the middle passage.

### Africans in America

Gullah  
New York Slave Revolt  
Stono Rebellion

7. How did African and American heritage blend together?

### Southern Society

"FFVs"

8. Identify the southern social hierarchy.  
9. Why was an urban professional class slow to develop throughout the South?

### From African to African American

### The New England Family

10. Identify the quality of life & life expectancy of families in New England. How does this impact the development of the region?  
11. Describe the role of women in New England.  
12. What was of the greatest importance for Puritan New England to protect? Why? Consider the impact this has on the community.

### Life in the New England Towns

Harvard College  
William and Mary  
Congregational Church

13. How did geography dictate where people lived within New England? How would this be different in the Chesapeake?

14. Identify the role of education within the colonies. Why would education not be a priority in the South?
15. Thomas Jefferson stated the town meetings were "the best school of political liberty the world ever saw." Explain.

### The Half-Way Covenant and the Salem Witch Trials

#### Jeremiad

#### Half-Way Covenant

#### Salem Witch Trials

16. Review conversion & visible saint; how is the Half-Way Covenant going to increase the numbers of congregations? Why do women become the majority?
17. What is "witch hunting"?

### The New England Way of Life

18. How did land and climate impact the ethnic diversity of the New England and Southern colonies?
19. How did the codfish off the coast of Newfoundland impact the economy of New England.
20. What became a "proud national trait" of Americans?

### The Early Settlers' Days and Ways

#### "Dukes don't emigrate."

#### Leisler's Rebellion

21. Identify the traditional roles of men and women in the English colonies.

## CH. 5—COLONIAL SOCIETY ON THE EVE OF REVOLUTION

### Conquest by the Cradle

1. Describe the population growth of the American colonies and how that influenced politics.
2. Identify the cities of the English colonies—why are these different than a settlement?

### A Mingling of Races

#### Pennsylvania Dutch

#### Scotch-Irish

#### "The Great Wagon Road"

#### Paxton Boys

#### Regulator Movement

3. Who were among the first western settlers? Describe their way of life.
4. Why did the German & Scotch-Irish population not demonstrate loyalty to the crown? How will this factor into the American Revolution?
5. How is the "American national identity unlike anything known in Europe"?

### The Structure of Colonial Society

6. How is the *social ladder* in America different than in Europe?
7. As populations increase, and amount of land available decreases, what is the social climate on the eve of revolution?
8. How did slavery factor into the social structure?

### Clerics, Physicians, and Jurists

9. What was the most honored profession of the American colonies?
10. How did epidemics impact the American colonists in the 1700s? How did instances like this impact religious fever?
11. Identify the role of ministry, physicians, & lawyers

### Workaday America

#### Triangular Trade

#### Molasses Act

12. Identify the economic base of the American colonies: agriculture, fishing, commerce and manufacturing
13. Impact of the 'spinning & weaving' output of the women
14. How did the colonial naval stores affect the British expand their empire?
15. How did the policy of mercantilism negatively affect American merchants?
16. Explain how the Molasses Act led to bribery and smuggling.

### Horsepower and Sailpower

#### Samuel Adams

17. Discuss the infrastructure of the colonies; how does the lack of roads connecting the settlements contribute to a breakdown in communication among the colonists come the revolutionary era and formation of the government?
18. How did taverns bring together people of all social classes? Impact the revolutionary spirit?

### Dominant Denominations

Established Churches

College of William and Mary

19. How did the congregational church fan the flames of the revolutionary spirit?

### The Great Awakening

Arminianism

Great Awakening

Jonathon Edwards

George Whitefield

Old Lights

New Lights

20. What is the difference between predestination and a 'blank slate'? How do these beliefs impact the religious teachings of New England?
21. Discuss the impact of the Awakening on the following elements of society:
- Christian denominations
  - Mission work
  - "new light" centers
  - Religious & sectional boundaries

### Schools and Colleges

22. For who did most English believe needed an education? Why?
23. Why did many New England colonists learn to read?
24. What inhibited wide-spread education in the Southern colonies?
25. What was the purpose of a college education?

### A Provincial Culture

John Trumbull, Charles Willson Peale, Benjamin West, John Singleton Copley

Phyllis Wheatley

Benjamin Franklin

*Poor Richard's Almanac*

### Pioneer Presses

Zenger Trial

26. How did newspapers contribute to the revolutionary spirit?
27. Why was the Zenger trial significant to the future of the American way of life?

### The Great Game of Politics

Royal vs. Proprietary Colonies

Self-taxation with representation

28. Describe the legislature structure throughout the colonies.
29. Identify the town-meeting government of New England. How did it influence democratic values in the American colonies?