

AP US HISTORY SUMMER PROJECT

AP US History is a challenging, fast paced, detailed class and curriculum. To lessen this burden during the school year, you will need to complete the attached assignment. This assignment will be worth two test grades. In order to have discussions throughout the school year it is imperative for you to complete the summer assignment.

Choose one of the following books listed here:

Lies My Teacher Told Me was written by a sociologist named James Loewen. He has gone through and tried to break common historical myths surrounding history text books. He has tried to break down each period in American history and mythbust commonly held beliefs. For *Lies My Teacher Told Me*, your answers need to be 250-300 words per question. This is because you are going through a lot more material per chapter than you will in *Tom*. This book was updated and republished in 2008 so make sure you have that edition!

Uncle Tom's Cabin or, *Life Among the Lowly*, is an anti-slavery novel by American author Harriet Beecher Stowe. Published in 1852, the novel helped lay the groundwork for the Civil War. Stowe, a Connecticut-born teacher at the Hartford Female Seminary and an active abolitionist, featured the character of Uncle Tom, a long-suffering black slave around whom the stories of other characters revolve. The sentimental novel depicts the reality of slavery while also asserting that Christian love can overcome something as destructive as enslavement of fellow human beings. For *Uncle Tom's Cabin*, your responses need to be 150-200 words. DO NOT DEPEND ON THE MOVIE VERSION FOR INFORMATION.

The questions you will need to answer on each book are attached. They are also on msboltz.weebly.com. No excuses on not doing it!! You will answer the questions on a Google Doc and share them with me so I can edit them. Please let me know when you start the assignment so I can comment along as you read the book.

If you have any questions at all over the summer PLEASE let me know. I can be contacted at erina.boltz@cms.k12.nc.us or text at 919-906-9877.

Uncle Tom's Cabin or, Life Among the Lowly Questions:

Helpful Hint: Do the question as soon as you finish the chapter. That way you don't get chapters and character progression mixed up between chapters. It may also benefit you to do some background research on Harriet Beecher Stowe to better understand why she wrote this book.

Chapter 1

- Based on the little you know about Mr. Shelby, what sort of slave-owner do you think he is? Is there any such thing as a good slaveholder, or is Stowe pointing to a hypocrisy here?
- Why does Mr. Shelby say "down south"? Isn't Kentucky in the south? Why do you think Stowe begins the story in Kentucky? Later, the story heads farther south. Is there a reason for this geographical ordering?

Chapter 2

- What is Stowe referring to when she wrote that "Eliza had reached maturity without those temptations which make beauty so fatal an inheritance to a slave"?
- What does Stowe mean when she wrote "in the eye of the law not a man"? According to law, what was an African-American considered?

Chapter 3

- Is it surprising that George, who is a slave, worked in a factory and knows how to read and write? Is this the conventional understanding of a slave?
- Why does Stowe represent Eliza as such a devoutly Christian person? Note that Stowe is developing here one of the novel's central themes: the absolute incompatibility of slavery and Christianity.

Chapter 4

- The warm relationship between the young master George and Uncle Tom and Aunt Chloe shows the real affection that could exist between master and slave. Is it fair to say that the relationship also emasculates Tom, who must defer to the young man and who is being taught to read and write by him?
- Consider this imagery: beautiful flowers surrounding the slaves' cabin. Why does Stowe create such a lovely setting for Uncle Tom and Aunt Chloe?

Chapter 5

- Compare the way Mrs. Shelby is reacting to the news of selling Tom and Harry with Mr. Shelby's rationale. Is Stowe using the character of Mrs. Shelby to show explicitly the inhumanity of Mr. Shelby's decision? Is Mrs. Shelby focusing on the human tragedy of this transaction?
- Compare the opening of the novel with the film version below:

<https://www.youtube.com/watch?v=pWq8RSUXXf4>

Chapter 6

- Mrs. Shelby, who has already asserted her beliefs against her husband's, is now colluding with the slaves to slow down the search for Eliza. How does this fit into the theme of female strength and determination?
- Why does Mrs. Shelby openly defy her husband to defend Eliza? Why does Stowe choose to show this side of a slave owner?

Chapter 7

-Again we see Stowe's irony: Eliza and her son Harry can pass as white, yet they are fugitive slaves on the run. Why does Eliza have so much white ancestry? What does this imply about the institution of slavery?

-Mr. Shelby is sincerely fond of Tom, but what does his use of the term "boy" reveal about him?

Chapter 8

-Was the Underground Railroad actually underground? The city of Sandusky is in Ohio.

-Is Stowe emphasizing the inhumanity of these men with this conversation? They are concerned over a dog attacking Eliza because it will lower her value.

Chapter 9

-"Her husband and children were her entire world, and in these she ruled more by entreaty and persuasion than by command or argument." What is Stowe saying about the power and influence of women in the patriarchal world of 19th-century America?

-Everyone is impressed with Eliza's courage in crossing the river. Discuss the symbolic significance of that crossing. Does it represent the drama of fleeing the evil institution of slavery, of running from wickedness?

Chapter 10

-Compare Tom with George, Eliza's husband. How did they differ in their feelings about their fates in the institution of slavery?

- Is Stowe representing Tom as a martyr, while depicting George as a romantic hero? Tom is the leader of his community, and he is sacrificing himself for their sake. George, on the other hand, was unable to live under the harsh rule of a man he considered his intellectual and moral inferior.

Chapter 11

-In 1857, five years after Stowe published Uncle Tom's Cabin, the US Supreme Court issued the Dred Scott decision, which held that people of African descent (both slave and free) were not protected by the Constitution and were not U.S. citizens. How does this decision justify George's argument in this passage?

-What wicked occurrence is Stowe referring to in the sentence, "His mother was one of those unfortunates of her race, marked out by personal beauty to be the slave of the passions of her possessor, and the mother of children who may never know a father"?

Chapter 12

-Explain how Haley's behaviors here illustrate the evils of slavery. Also, observe this excerpt from a documentary on US history which re-creates a slave auction:

http://www.youtube.com/watch?v=S_m_qXMpLFo

-How did Stowe come up with the examples of the evils of slavery? What sort of research did she do before writing this novel?

Chapter 13

-How does George's acceptance of Christianity fit in with Stowe themes?

-What evidence is there that Stowe believes the ideas of a happy, cheerful slave is ludicrous?

Chapter 14

-Explain how the highlighted section above ("soft, impressible nature of Tom's kindly race") is another example of Stowe's sentimental view of African-Americans.

-What is Stowe trying to convey about religion?

Chapter 15

- How does Mrs. St. Clare differ from most of the novel's female characters?
- What image of the North does Stowe give the reader in these first few passages of Chapter 15?

Chapter 16

- At this point, what is your impression of Marie St. Clare?
- Explain in your own words what St. Clare is accusing Miss Ophelia of? Is Stowe trying to show the reader a prevailing attitude among some northerners toward blacks?

Chapter 17

- Why does Stowe refer to Tom as a "hero"?
- Why does Stowe have the Quakers and George help Tom Loker? Is she trying to illustrate a point in this dramatic section?

Chapter 18

- Is it fair to say that some masters so little difference between slaves and animals?
- What is the purpose of this chapter in relation to the plot about Tom?

Chapter 19

- It is clear that St. Clare is a good-natured individual. But what explains the contradiction in his character: he is good, but he upholds slavery? Is Stowe illustrating for us the evil of slavery, so vile an institution that it overpowers individual morality?
- The sad case of Prue is the first time the novel deals explicitly with the death of a slave that had been introduced as a character to the reader. What had slavery done to Prue? Can a human being, who has been treated like an animal all her life, psychologically and emotionally survive such a life? Had slavery already made Prue a tragic victim even before it killed her?

Chapter 20

- Why do the slaves talk about each other, or in this case, Topsy, in this cruel manner?
- Why does Miss Ophelia have such trouble reaching Topsy? Eva, on the other hand, seemed to arise emotion in the young girl. Does the difference in Topsy's reactions to both Miss Ophelia and Eva have to do with love? Eva shows love to everyone, while Miss Ophelia is cold with Topsy. How does Eva's love for all play into Stowe's theme on the value of Christian love?

Chapter 21

- Mrs. Shelby and Chloe both endeavor to help their husbands in this chapter. Compare the ways they propose to do so, and explain why Mrs. Shelby encounters resistance from her husband. Also, how do Mrs. Shelby's and Chloe's plans to aid their husbands play into Stowe's feminist theme?
- How is Aunt Chloe planning to help Tom?

Chapter 22

- What event is Stowe foreshadowing here? ("I'm going there, Eva said, to the spirits bright, Tom; I'm going, before long.")
- What does Eva want to do with the money from her mother's jewels?

Chapter 23

- Would you characterize Alfred and Augustine's discussion about slavery as honest? Does Alfred deny his desire to have slaves or their desire to be free?
- Why does Stowe think that love can destroy slavery?

Chapter 24

- Consider the many things Eva said in this chapter. Also, re-read the highlighted section above. ("oh, wasn't that dreadful-- and a great many other times, I've felt that I would be glad to die, if my dying could stop all this misery.") Is Stowe depicting her as a Christ-like figure?
- For what reason does Eva say that she wishes their slaves were free?

Chapter 25

- What hypocrisy does Miss Ophelia represent? What message was Stowe trying to send through her behaviors?
- Why does Eva succeed in eliciting emotion from Topsy while Miss Ophelia never had any success in doing so?

Chapter 26

- Critics of Uncle Tom's Cabin often identify Stowe's overbearing sentimentality and melodrama as one of the novel's faults. Is Stowe illustrating excessive sentimentality in this chapter?
- Eva unconditional love for everyone served as a sign of hope in the midst of the evil institution of slavery. What does her death now foreshadow? Recall that until this time, Tom had been relatively fortunate in ending up with the St. Clare family. What sign is Stowe giving the reader by having the purest, most angelic character pass away?

Chapter 27

- Is Miss Ophelia evolving as a character? If so, in what way?
- Why does Topsy react so gravely to Eva's death? What did she learn from Eva?

Chapter 28

- On his deathbed, St. Clare finally sees a religious sign: his beloved mother. What is Stowe saying about the moral power of Christianity in this scene?
- How does Tom explain to St. Clare his desire to be free, even though he will live without St. Clare's money and protection?

Chapter 29

- Does Marie see any difference between the servants and the furniture?
- Until this point, Stowe has shown the evils of slavery when slaves are under the care of decent and benevolent men, such as Mr. Shelby and Mr. St. Clare. But this chapter, which highlights the wicked behavior and thoughts of Marie, provides a segue to what? For what is Stowe preparing the reader?

Chapter 30

- Explain how this last sentence is another example of Stowe's irony. ("These two are to be sold tomorrow, in the same lot with the St. Clare servants; and the gentleman to whom they belong, and to whom the money for their sale is to be transmitted, is a member of a Christian church in New York, who will receive the money, and go thereafter to the sacrament of his Lord and theirs, and think no more of it.")
- What does Stowe mean by a "life of shame"?

Chapter 31

- Explain how with the character of Simon Legree, Stowe is guiding the reader toward to the most evil elements of slavery.
- Why does Stowe focus on the selling of Tom's belongings? What is she trying to illustrate?

Chapter 32

- The incompatibility of slavery and Christianity is a theme that runs throughout the novel. Simon Legree is the first character we have encountered that openly rejects religion and forbids it among his slaves. What does this suggest about how Tom's life will unfold under Legree's authority?
- Compare this description of Legree's estate with the description of the St. Clare's estate. Is the difference important to the story?

Chapter 33

- Why is there such discord among the slaves on Legree's plantation?
- Is it accurate to say that slavery turns slaves against each other? Or, that cruelty makes people crueler? Is this what Stowe is trying to express in her description of the Legree plantation?

Chapter 34

- Until this point, Stowe has presented religion as a force that reveals the evils of slavery. How has this changed now? Is Christianity helping to reveal wickedness, or is slavery driving people to lose their faith? Consider Cassy's remarks here.
- Cassy's story is very powerful. Explain how different parts of it would appeal to people and encourage them to support the end of slavery.

Chapter 35

- How does Cassy fit into Stowe's feminist theme?
- Discuss the symbolism of Legree putting Eva's hair in the fire. What does this action represent?

Chapter 36

- Compare Cassy and Emmeline. Is Stowe showing us Emmeline's future through her depiction of Cassy?
- Why does Legree decide to put off dealing with Tom? What does this say about his character?

Chapter 37

- How does Tom Loker's change of heart fit into Stowe's theme of love?
- George and Eliza have reached freedom in Canada, while Tom continues to suffer in the Deep South. Discuss the symbolic function of geography in the novel.

Chapter 38

- How is Stowe illustrating slavery's destructive influence on morality?
- Why does Tom protect Legree from Cassy? Is Stowe contrasting the wicked slaveholder and the virtuous slave? Do the different visions both Legree and Tom have also contrast the wicked slave-owner with the virtuous slave? How do their visions differ?

Chapter 39

- Identify other ways supernatural powers have figured into the story.
- Is Cassy's outsmarting of Legree important to Stowe's feminist theme? Below is a video covering the story from Tom's arrival at the Legree plantation until Cassy and Emmeline's hiding.

Chapter 40

- Will love (one of Stowe's main themes) be strong enough to influence the hardened Cassy?
- Tom refuses to save himself by exposing Cassy and Emmeline's whereabouts. Similarly, he chose not to escape Mr. Shelby's property at the beginning of the novel in order to save all the other slaves. Explain how these examples contribute to Tom's status as a martyr.

Chapter 41

- Why is Legree so certain that he could never be convicted of murdering Tom?
- George has the money to buy Tom. At Tom's grave he swears to do what one man can to drive slavery from his land. Why then, do you think George does not buy the men who help him bury Tom?

Chapter 42

- Are the events and developments in this chapter credible? Or, should we attribute them to nineteenth-century sentimentalism?
- It is not uncommon for authors in the 1800s to tie up all the loose ends of their stories at the end of their books. How does Stowe wrap up the story of Cassy's life?

Chapter 43

- Do you think Stowe was a supporter of the colonizations movement? Below is a brief video about the founding of Liberia: <https://www.youtube.com/watch?v=3oIGp>
- How does Cassy's transformation reinforce several of Stowe's themes?

Chapter 44

- This passage is very important, for it establishes that Tom's death led to the freedom of all the slaves on the Shelby estate. How does this conclusion confirm Tom as a martyr and as a Christ-like figure?
- George Harris moves to Africa, but George Shelby tries to fight slavery by freeing the slaves and teaching them to be free. Which of these two plans do you think Stowe considers to be the most viable? Cite incidents from the story to support your answer.

Chapter 45

- Is this effective logic in the fourth paragraph? Is Stowe's allusion to a master having the power to torture an apprentice an example that would have resonated with her readers?
- Identify and discuss the strongest elements of Stowe's concluding polemic? Which of her arguments are the most persuasive?

Lies My Teacher Told Me Questions:

Information: Anytime you use a piece of information from the book, put the page number after the information you got. You need to three page numbers per question.

Chapter 1: Handicapped by History

Why do we make heroes of people? Why do we then change the way we perceive them when they do less than savory things? Use two examples of people Loewen discussed to prove your point.

Chapter 2:1493

Why do you think America has decided to put Columbus on a pedestal? What if he didn't discover America like we were all taught in kindergarten?

What do you think of the Requirement? What was it designed to do? What are its main faults?

Chapter 3: The Truth about the First Thanksgiving

What impact has disease had on early American history? What diseases specifically? Would it have been as relatively easy to conquer the Native American populations of the east coast if it had not been for disease?

Chapter 4: Red Eyes

How did Native American societies change after contact with Europeans? Give two examples of how Native Americans were able to advance with the help of Europeans and two examples of how they were hurt by their contact.

Chapter 5: “Gone with the Wind”

In this chapter, Loewen tries to delve into why understanding race and racism is such an important part of understanding American History. Discuss two concepts he talks about in this chapter as how they relate to the current struggle with race relations in America.

Chapter 6: John Brown and Abraham Lincoln

This chapter delves into how Americans, especially white Southerners, have tried to change the story of the Civil War. Using one of the men listed in the chapter title, discuss how popular textbooks use his figure to advance their point of view. Is this right? What is the other side of the story?

Chapter 7: The Land of Opportunity

What important ideas does this chapter bring up about class struggle in the US? Is it a new idea? What has made it worse? Can you think of a solution?

Chapter 8: Watching Big Brother

How has the US in the past 125 years tried to expand its influence abroad? What have we done to meddle in the affairs of other countries? Is this right?

or

Is it right what the FBI did to civil rights leaders? Why or why not? Give specific examples of events from Loewen that support your side.

Chapter 9: See No Evil

Have you ever been educated about the Vietnam War in a history class? (Forest Gump and other movies don't count) Does Loewen's assessment of the teaching of Vietnam line up with your educational experience? How do you think we should cover that segment of American history when we get to it?

Chapter 10: Down the Memory Hole

What do the last chapters of American History textbooks convey, according to Loewen? Is it truthful information? Should we as readers feel cheated?

Chapter 11: Progress is Our Most Important Product

What are "Loewen's" solutions to the problems in American History textbooks? Do you agree with his solutions? Why or why not?