AP US HISTORY SUMMER ASSIGNMENTS

AP US History is a college-level survey course of American history from Columbus’s discovery of the New World to the present-day. We have only until the first of May to cover this material which necessitates students working on and completing the majority of the coursework for the first unit during the summer. Much of this unit should be review with the only difference being a more in-depth look at the time period and a requirement of the students to examine this with more depth of thought rather than simple rote memorization of facts and dates.

1. Read chapters 1, 2, and 3 of *America: Past and Present* by Divine, Breen, et. Al. Outline or take notes on this chapter. You will be given an open-notes, multiple-choice quiz on each of these chapters during the first two weeks of regular classes.

2. Read chapters 1, 2, and 3 of *A People’s History of the United States* by Howard Zinn and complete the reading guides. These reading guides are due on August 15. Each of these guides is worth 20 points.

3. **Six Degrees of Separation Assignment:** Christopher Columbus to Jamestown. For each unit of study, there will be at least two of these assignments, occasionally three or four. These assignments require you to link the two terms with six other terms showing a chronological cause and effect relationship between the two assignments. The terms list on the back of this page should serve as a resource for choosing the terms you will use to link the assigned terms. For each, you need to explain the linkage which demonstrates the reasons for your choices. An example of how this assignment is to be done is included in this handout. This should be submitted on turnitin.com by midnight August 4. You must add the class AP US History 2014-2015 to your turnitin.com; the course id number is 8068185 and the course password is calvert.

4. Read *American Creation* by Joseph Ellis. This work of nonfiction challenges the assumption that the Founding Fathers set forth to establish the United States with a very specific purpose which never wavered or changed. Instead Ellis emphasizes the concept that history is shaped by ordinary people under extraordinary circumstances, extraordinary people who find themselves in ordinary circumstances, and visionary people hampered by those who don’t understand their vision. After reading the book, write a 4-5 page paper in which you evaluate what Ellis says about the founding of this country and offer your own opinion as to whether these issues continue to be a part of the American story. This does NOT mean that you use personal pronouns or give unsupported opinions. Submit this essay on turnitin.com by midnight of August 4. You must add the class AP US History 2014-2015 to your turnitin.com; the course id number is 8068185 and the course password is calvert.

5. If you have any questions about expectations or cannot meet the assignment deadline of August 4, please feel free to contact me. Contact information is:

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1. What was Columbus’s initial reaction to the Arawak Indians of the Bahama Islands?

2. Why did Spain approve and sponsor Columbus’s trip?

3. What was he promised if he brought back gold and spices?

4. What was Columbus given for his second expedition? Why? What was his aim in this expedition?

5. What had happened to the sailors he had left behind on Ft. Navidad?

6. What did a copper token around an Indian’s neck indicate? What happened to those Indians who didn’t have one?

7. What happened to the Indian population on what is now Haiti over a two-year period?

8. Who was Bartolomeo de las Casas? Why is he significant to the study of early Spanish encounters with the natives?

9. What is Zinn’s criticism of Samuel Eliot Morison, the most distinguished biographer of Columbus, and his works?

10. What does Zinn explain is his point in producing this text?

11. What did the Aztecs believe about Cortés when he arrived in present-day Mexico?

12. Why did Montezuma send runners to greet Cortés?

13. What were Cortés and Pizarro after? What were their tactics?
14. Why did the English at Jamestown attack the Powhatan Indians? What happened two years later?

15. What justification did John Winthrop give for taking the land from the Indians?

16. What tactic did the English use in the Pequot War that had been used earlier by Cortes?

17. Compare the accounts of John Mason’s raid on the Pequot village near the Mystic River. What accounts for the differences?

18. What lessons did the Indians draw from the Pequot War, according to ethnohistorian Francis Jennings?

19. What was the purpose and result of the war with the Wampanoags?

20. What, besides war, greatly reduced the Indians’ numbers?

21. What advances had the Zuni and Hopi Indians made by the time of the arrival of the Europeans?

22. Where were the Mound builders? What is impressive about their society?

23. What was Cahokia?

24. What tribes made up the League of the Iroquois? Describe their society.

25. How were Indian societies different from European society?
1. In what year did the first cargo of African slaves arrive in Jamestown?

2. To what did the settlers resort in order to survive “the starving time”?

3. What problems did the English face in trying to establish a labor force to grow corn for food and tobacco for sale?

4. Where did the English get the idea to import black slaves as the answer to their problems?

5. What was African civilization like in the 1500’s and 1600’s?

6. What was a major similarity between African society and European society? What were the differences?

7. One justification for slavery says that African enslaved each other. How was this different from the enslavement practiced by the English colonists?

8. What two traits of American slavery made it the most cruel form of slavery in history?

9. Describe the conditions of the slaves’ capture and transportation from their homes to the Americas.

10. What do the examples given in the book about the development of a differing standard for blacks and whites, even black and white servants?

11. What associations did the English have with the color black which helped to create feelings of racial strangeness?

12. What evidences is there that despite these feelings of racial strangeness whites and blacks not only worked together but fraternized with each other?

13. What evidence is there that although blacks were easier to enslave than Indians or whites, they didn’t go into slavery or stay there willingly?
14. By the early 1700's, how severe was the problem of keeping slaves subdued? Be specific.

15. What techniques did the whites develop to subdue the slaves?

16. Where and when did the first large scale slave revolt take place? What happened?

17. Describe the Stono Rebellion.

18. What was the only fear greater than the fear of black rebellion? Was there reason to fear this? Be specific.

19. What steps were taken to prevent the above from ever happening?

20. According to Zinn, are Americans’ racial fears and/or prejudices “natural”? Explain.
1. Although Bacon’s Rebellion began with a conflict over the Indian problem in the western counties, what else was causing conflict between the rebels and Governor Berkeley and his supporters?

2. Explain the “chain of oppression” which existed in Virginia during the colonial period.

3. How did the voyage to America for indentured servants compare to that of African slaves? Be specific.

4. In what ways did the masters control their servants? How did the servants react to this control?

5. What effect did this control have on the U.S. Constitution?

6. What happened to the servants after they had finished their indenture?

7. As the population grew, what happened in the cities?

8. Which two immigrant groups, besides the English, were the first to come to the English colonies?

9. From 1700-1760, the population grew from 250,000 to 1.6 million. What other growth took place during this time? Who reaped the most benefits from this growth?

10. Describe the response of tradespeople to inadequate food and/or pay and the high prices of raw materials needed for their crafts.

11. Who was Samuel Baldwin? What happened to him?

12. How was Thomas Hutchinson treated by the people of his colony? Why?
13. In the South, the whites were bothered by the possibility of a joint black slave and Indian revolt. How did the elite work to prevent this?

14. Why did Bacon’s Rebellion really provoke the fears of the elite?

15. What fact about Indian/white captivities gave the colonials cause for concern?

16. Why were whites in the Carolinas particularly edgy about the possibility of Indian and Negro slave interaction?

17. How do they combat this fear?

18. What other potential for commingling of social/ethnic/racial groups caused the white elite concern?

19. Why were biracial children declared illegitimate?

20. Why was, according to Zinn and his research, racism “engineered”?

21. “The people” of the colonial period generally referred to what group? What groups were left out? Which group ruled this society? Which combined forces and ideology for revolution?
Six Degrees of Separation: Spanish-American War to Japanese Attack on Pearl Harbor

1. **Spanish-American War** - The United States uses the opportunity of this brief war not only to eliminate Spain from the New World by supporting the Cubans in their bid for freedom from Spanish oppression and rule but also to snatch the Philippines from Spain. Undersecretary of the Navy Theodore Roosevelt informed the conveniently located American fleet under Adm. George Dewey that war was about to be declared allowing Dewey to steam toward the Philippines. Within hours of the declaration of war, Dewey had taken Manila Bay. The subsequent debate over the annexation of the Philippines resulting in the establishment of this country as an American territory was the culmination of American imperialism at the turn of the century. The anti-imperialist position that protecting an American territory 8,000 miles away from the continental U.S. was difficult at best would prove to be prophetic. In the same year, the imperialistic tendencies of the U.S. led to the annexation of the territory of Hawaii where the U.S. Navy had established a naval base at Pearl Harbor just over a decade earlier.

2. **The “Open Door” Policy** -- The United States continued its imperialist trade goals following the end of the Spanish-American War by using this policy to establish a presence in China. Since early in the 19th century, China had been subject to the incursion of foreign countries into its territory; each of these countries created a “sphere of influence” within China. These spheres frequently resulted in these foreign countries controlling trade and transportation within the sphere, denying China tariff duties and other countries free use of ports, railroads, and rivers. Countries which had established such spheres included Russia, Great Britain, France, and Japan among others. These spheres also made it impossible for American companies to trade freely with China. Secretary of State John Hay recognized these issues and sent notes to the foreign ministers of each of the countries who had an established sphere of influence in China suggesting a more open manner of trade and an agreement to respect Chinese territorial integrity. Most of these countries sent evasive responses to Hay’s overtures in which they stated a willingness to adhere to these principles only if everyone else did, but Great Britain responded positively to Hay’s diplomatic gesture. Hay boldly announced in March 1900 that all nations had accepted his Open Door principle, forcing the other countries to comply.
reluctantly.

3. **Treaty of Portsmouth** -- In August 1905 at the request of the Japanese government, President Theodore Roosevelt convened a peace conference at Portsmouth, New Hampshire to end the Russo-Japanese War which Russia was losing and Japan was finding to be a financial sinkhole. The treaty negotiated by Roosevelt established Japan as the dominant force in the Far East with a foothold in Korea and China. This was quickly followed by the Taft-Katsura agreement which gave Japan free reign in Korea in exchange for Japan’s promise to leave the Philippines alone. Though this violated the Open Door Policy established just five years earlier, Roosevelt argued that he had little choice but to give in to Japan’s demands in order to protect the American possessions in the Far East and the Pacific. The tensions between the U.S. and Japan during the first decade of the century continued with the “Gentleman’s Agreement” and the Root-Takahira Agreement. The first was the result of the San Francisco School Board’s decision to segregate Asian children from white students in a separate school, Japan’s resentment of this move, and Roosevelt’s intervention to end the school board’s order while getting Japan to decrease the flow of Japanese workers to the U.S in 1907. The Root-Takahira Agreement followed the “Great White Fleet’s” visit to Tokyo in 1908 and strengthened the American position in the Taft-Katsura Agreement upholding the Open Door policy and recognizing Chinese territorial integrity.

4. **Japan’s Twenty-One Demands to China** - Japan’s continued militaristic behavior and desire for colonies were evident in its behavior during World War I. Japan took the opportunity at the start of the war to seize several German colonies in the Far East, and in 1915, issued the Twenty-One Demands. The Twenty-One Demands essentially ended the era of the “spheres of influence” by demanding that the Chinese government consult Japan before leasing any ports, railroads, etc. to foreign countries or foreign nationals. Japan, being a nation situated on islands created by volcanic rock, had few natural resources; its militaristic ambitions and rapidly expanding industrial economy led it to desire the vast resources available in China, especially in the provinces of Manchuria and Shantung. With Europe embroiled in its own mess, Japan used the threat of military action against a weak China, whose allies were temporarily preoccupied, to force the Chinese government to accept their demands. Great Britain and the U.S. were able to intervene enough to prevent Japan from establishing Japanese government advisors in the Chinese government. These two countries recognized the potential threat of Japan in the Far East and the Pacific but could little about it until World War I ended.
5. **Washington Conference** -- Following the end of WWI, the diplomatic mood shifted to one of disarmament and prevention of war in the U.S. and most European countries. U.S. Secretary of State Charles Hughes convened the Washington Conference in 1921 in attempt to resolve the growing tension in the Far East and to end the naval race between the U.S. and Japan. The tensions in the Far East could be traced to Japanese resentment and frustration with U.S. Open Policy which prevented Japan from establishing itself firmly in China. The naval race had detractors in the rival countries - Japan was spending one-third of its total budget on shipbuilding while the U.S. Congress was returning to a more isolationist foreign policy position making it reluctant to approve naval appropriation bills. The Washington Conference produced three major agreements - the Five-Power Treaty which limited the navies of the U.S., Japan, Great Britain, Italy, and France to a specific ration; the Four-Power Treaty which replaced the Root-Takahira Agreement with a Pacific security pact signed by the U.S., Japan, Great Britain, and France; and the Nine-Power Treaty in which all nine countries present at the conference agreed to uphold Open Door Policy and Chinese territorial integrity. However, there were no enforcement guidelines for any of these agreements which reduced these treaties to nothing more than paper promises.

6. **Japanese Invasion of Manchuria** -- Less than a decade after the signing of the treaties at the Washington Conference and only three years after the signing of the Kellogg-Briand Pact (signed by nearly every nation in the world including the U.S. and Japan and which attempted to “outlaw” war), Japan invaded Manchuria in a decisive act of aggression in September 1931. The Japanese swiftly and brutally established control over Manchuria, incorporating the Chinese province into Japan and renaming it Manchuko by January 1932. U.S. Secretary of State Henry Stimson found himself on the moral high ground admonishing Japan about its immorality without the ability to do anything about Japan’s treacherous and belligerent actions as the U.S. was deeply mired in the Great Depression and thoroughly unwilling to get involved. Japan’s control of this vast area of China filled with natural resources would fuel its war machine for the next fifteen years.

7. **U.S. economic sanctions against Japan** -- Fueled by its success in Manchuria, Japan continued its conquest of the coastal regions of China throughout the 1930’s though it never defeated Chinese leader Chiang Kai-shek who retreated with his forces into the vast Chinese interior by 1937. However, Japan was able to take the colonial possessions of countries such as France and the Netherlands which were left defenseless by Germany’s defeat of these European countries in 1940. Japan created the Greater East Asia Co-Prosperity Sphere incorporating territories rich in oil, tin, and rubber such as Indonesia and the East Indies. President Franklin Roosevelt attempted to curb Japanese progress and aggression by exerting economic pressure on
Japan which relied heavily on the U.S. for petroleum and scrap metal. In July 1940, FDR signed an order establishing a licensing and quota system for the export of these materials to Japan and banning the sale of aviation fuel to Japan completely. Initially Japan seemed unimpressed and unimpeded by these sanctions turning instead to a more secure defensive treaty with Germany and Italy and confirming the U.S. diplomatic corps suspicions of a worldwide totalitarian threat. Over the course of the next year, ongoing diplomatic talks between the U.S. would stalemate as the U.S. continued and strengthened its economic sanctions while Japan demanded a free hand in China and the end of all U.S. sanctions.

8. **Japanese Attack on Pearl Harbor** -- The attack on Pearl Harbor was the culmination of a series of events beginning in July 1941 with Japan’s invasion of southern Indochina. U.S. naval intelligence had already successfully broken Japanese code and was aware of this aggression before it occurred. FDR ordered the freezing of Japanese financial assets in the U.S. as a result of Japan’s actions; all trade with Japan ceased within weeks. General Hideki Tojo seized control of the Japanese government and an already tense situation became worse. Secretary of State Cordell Hull refused to allow concessions on the part of the U.S., demanding Japan’s complete withdrawal from China. The 14-part Japanese reply to Hull's demands were sent and decoded by naval intelligence on December 6 and FDR was informed. Warning messages were sent to American bases in the Pacific, but they failed to arrive before the attack began. Japanese envoys delivered the fourteenth and final part of the Japanese response rejecting the American position after the attack began, further angering Hull and FDR.