

## Study Questions for APUSH Summer Reading 2013

### *Ten Days that Unexpectedly Changed America* by Steven M. Gillon

#### Note to students:

The following pages include a list of important events and discussion questions to assist you with the summer reading. You may type or write your responses. Use this study guide to check your comprehension and analysis of the content as you prepare for the test that will be given on the second day of school (it's here to HELP you... ☺).

Because these are all events, themes, and issues we'll examine in greater depth – with much more to add to this! – it might be a good idea to start making flashcards and/or form study groups to compare thoughts on the questions. If you have trouble or any concerns, email me [kimgardner@stpauls.com](mailto:kimgardner@stpauls.com) and I'll get back to you as soon as I can. Good luck!

- Mrs. Gardner

## Chapter 1 – Massacre at Mystic

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

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

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

*Arabella* arrives  
Indian Removal Act  
King Philip's War  
*Mayflower* arrives  
Pequot War

#### **Discussion Questions:**

1. Why were the Pequots the focus of Puritan anger in the 1630s? (why not other tribes? who was the opposition before/after the 1630s?)
2. What were the Puritans' justifications for conflict with Natives (hint: spiritual and secular)? Which was more influential on Puritan actions, and why?
3. Gillon writes, “The Pequot War set up the tragic irony of American history: a nation founded on the highest ideals of individual liberty and freedom was built on slaughter and destruction of epic proportions.” (19) *Assess the validity* of this statement. (“Assess the validity” is a common phrase used in APUSH prompts. It's asking you to judge the accuracy of the statement, which in this case is essentially an agree/disagree situation. Which side you take is less important than what sort of facts and reasoning you can provide to support your stance.)
4. On page 25, Gillon claims that the colonial conflicts between Natives and Europeans were the beginning of a pattern of mythological quests for American domination. Whether or not you agree with the latter, what other events/episodes/issues in American history also represent an “us versus them” mindset?

In other words, can we apply Gillon's statements to other incidents/people/eras?

“the triumph of light over darkness...”

“by demonizing the\_\_\_\_\_...”

“Americans drew sharp distinctions between themselves and\_\_\_\_\_...”

## Chapter 2 – Shays’ Rebellion

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

Anti-Federalists

Articles of Confederation

democracy

Federalists

Madison, James

post-war depression

Shays, Daniel

*The Federalist*

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

Bill of Rights

Constitutional Convention (Philadelphia)

Shays’ Rebellion

Treaty of Paris (ending Revolutionary War)

### Discussion Questions:

1. Which aspects (i.e., weaknesses) of the Articles of Confederation increased the chances of domestic protest?
2. How was the American Revolution viewed differently by the supporters and the opponents of Shays’ Rebellion?
3. Explain how farmer protests were a political threat to the new American government. Do you think Governor Bowdoin’s responses were appropriate? Why or why not?
4. Gillon writes, “Fear of government had shaped the creation of the Articles of Confederation; fear of democracy defined the discussion of the new constitution.” (p. 48) How did the U.S. become more conservative following Shays’ Rebellion?
5. Should “Shaysites” be commemorated and/or memorialized today? What are the arguments for and against this?

## Chapter 3 – The Gold Rush

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

Sutter, John  
Marshall, James  
Brannan, Sam

Oregon-California Trail  
Manifest Destiny  
Californios

“foreign miners’ tax”  
Wilmot Proviso

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

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

### Discussion Questions:

1. How did the Gold Rush help fulfill the notions of Manifest Destiny?
2. What were the similarities/differences of the social and cultural make-up of the West compared to the more established eastern U.S.?
3. What were the political consequences of the Gold Rush in the 1850s? How did it accelerate the division of the nation?
4. What were the long-term economic consequences of the Gold Rush? (hint: think about transportation, communication, industries, etc.)
5. Who were the winners and losers in the Gold Rush? (who benefited? who didn’t? why?)

## Chapter 4 – The Battle of Antietam

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

13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments  
border states  
Grant, Ulysses S.

Lee, Robert E.  
McClellan, George  
total war

war of attrition

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

First Battle of Bull Run  
Battle of Antietam  
Emancipation Proclamation  
Appomattox Courthouse

### Discussion Questions:

1. What factors made the Battle of Antietam the bloodiest day in American history?
2. In strategic terms (casualties, land occupied, size of remaining forces, etc.) Antietam should probably be considered more of a draw than a victory for either side. So how/why did Lincoln choose to view it as a Union victory?
3. How was Great Britain a threat to the U.S. during the Civil War?
4. Was the Emancipation Proclamation more intended to end slavery or end the war? Explain your selection.
5. Gillon describes one major consequence of the Civil War to have been the enlarged power of the federal government, which advanced individual freedoms after the war through the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments. In today's political conversations, however, we often hear references to the federal government denying people's freedoms (e.g., high taxes, Obamacare, privacy issues, etc.). Which of these are Lincoln's greater legacy – the expansion of federal power or the protection of individual freedoms?

## Chapter 5 – The Homestead Strike

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

Carnegie, Andrew	“ironclad” contract	Second Industrial Revolution
Cleveland, Grover	Pinkertons	
Frick, Henry Clay	scientific management	

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

Bessemer Process  
Coxey’s March/Pullman Strike  
first national strike (railway)  
Homestead Strike

### Discussion Questions:

1. How were workers in the late 19<sup>th</sup> century unified? How were they divided?
2. What factors caused labor unions to gain power in the late 19<sup>th</sup> century? What factors caused them to lose power in this era?
3. What was the main cause of the failure of the Homestead Strike?
4. How did economic tensions in the late 19<sup>th</sup> century cause political changes? (hint: in the early 19<sup>th</sup> century, the “common man” *feared* the power of the federal government)

## Chapter 6 – Murder at the Fair...

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

“bully pulpit”	McKinley, William	Roosevelt, Teddy (TR)
“good” and “bad” trusts	Progressives	Square Deal
Hanna, Mark	Roosevelt Corollary	

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

Anthracite Coal Strike (PA)  
Assassination of McKinley  
Northern Securities case  
Spanish-American War  
TR’s Progressive Party campaign

### Discussion Questions:

1. What were the main differences between the “Progressives” (the broader political movement, encompassing Republicans and Democrats alike) and McKinley’s traditional priorities?
2. TR’s “trust busting” was his way of preserving capitalism and discouraging radical ideologies in the U.S. Cite two specific examples of Roosevelt’s approach, and explain how each demonstrated his concept of the President as “a steward of the people.”
3. In the early years of the nation, a strong federal government was considered a threat to the rights and freedoms of the “common man” (a vestige of the Revolutionary era). How did TR alter this view of government as it relates to the interests of the masses?
4. Does TR’s image belong on Mt. Rushmore (one of only four)? Defend your position. Is there anyone you feel is better qualified to be depicted alongside Washington, Jefferson, and Lincoln?

## Chapter 7 – Scopes...

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

ACLU

Bryan, William Jennings

Christian fundamentalism

“culture war”

Darrow, Clarence

Mencken, H.L.

televangelists

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

1920 Census

Butler Act

Darwin’s *Origin of the Species*

Prohibition begins

Scopes Trial

### Discussion Questions:

1. How did mass media (radio, theater, newspapers, etc.) produce a national culture in the 1920s? What were the pro’s and con’s of this?
2. The 19<sup>th</sup> Amendment ensured women’s right to vote in 1920. What other developments in the 1920s helped create a “modern” – untraditional – image for women?
3. Besides teaching creationism in schools, what other issues did traditionalists promote in the 1920s?
4. The contemporary “culture war” is no longer divided along a rural-urban axis, but does embody the struggle between faith-based and secular interests. Other than the creationism/evolution debate, which issue do you feel is the most contentious in our time? How does history suggest this will be ultimately resolved?

## Chapter 8 – Einstein’s Letter

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

“military-industrial complex”

MAD

Manhattan Project

nuclear fission

Oppenheimer, J. Robert

Roosevelt, Franklin D.

Szilard, Leo

Truman, Harry

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

Bombings of Hiroshima/Nagasaki

Germany invades Poland

Pearl Harbor attacked

Nuclear test at Alamogordo, NM

USSR detonates atomic bomb

### Discussion Questions:

1. Why was atomic research politically unpopular in the early years of WWII?
2. What were the primary arguments for and against the use of the atomic bomb?
3. For decades before 1945, American foreign policy wavered between isolationism and assertive international action. As Gillon writes, that all changed as the U.S. was forced to “abandon its instinctive isolationism and assume the responsibilities of a global superpower.” (196) Explain this concept.
4. The atomic bomb did more than initiate the Cold War. Identify political, economic, and social effects on the United States (domestically) during the atomic age.
5. To what extent was Eisenhower right about the “military-industrial complex”? Has this threat disappeared now that the Cold War is over?

## Chapter 9 – When America Was Rocked

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

Sullivan, Ed  
“race music”

Presley, Elvis  
Freed, Alan

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

American Bandstand begins national broadcasts  
*Brown v. Board of Education*  
Elvis first appears on national TV  
McDonald’s opens first restaurant

### Discussion Questions:

1. How was the Cold War a contributing cause to the widespread social conformity of the 1950s?
2. Gillon writes that Elvis Presley’s talent was insufficient to attain such popularity: “It was the synthesis of black blues and white country music, the mixing of a white face and poor black music, that made him so unique and so threatening.” Explain this statement.
3. Why was it ironic that television would be such an important medium for the spread of rock ‘n’ roll in the 1950s?
4. Rank the following factors in terms of their affect on the emergence of the “youth culture” of the 1950s. Support your response with at least three specific examples.

economic prosperity (e.g., higher average income)  
television  
race music (aka, rock ‘n’ roll)  
Cold War

## Chapter 10 – Freedom Summer

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

Moses, Robert  
CORE  
SNCC

Johnson, Lyndon B.  
Killen, Edgar Ray  
literacy tests/poll taxes

Hoover, J. Edgar

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

*Brown v. Board of Education*

Civil Rights Act

Freedom Riders

Freedom Summer

Greensboro Sit-in's

Voting Rights Act

### Discussion Questions:

1. Explain why Mississippi was a particular challenge for civil rights reformers.
2. How did political interests delay the implementation of desegregation?
3. How and why did the Civil Rights Movement change after Freedom Summer?
4. Rank the following factors in terms of their affect on the social changes of the Civil Rights Movement. Support your response with at least three specific examples.

citizen-based efforts

government action

the media