

ADVANCED PLACEMENT AMERICAN STUDIES SUMMER ASSIGNMENT--2017

Dear AP Student:

Ms. Godshalk and Mr. Neary welcome you to the Advanced Placement program in American Studies. As you know, you are embarking on an interdisciplinary course that is the equivalent of college-level courses in American history, American literature, and composition. This program is a demanding one, but with good study habits and a willingness to put the time and effort into the subject, you should do just fine.

Because of time considerations to cover all the many facets of the program in nine months, it is necessary that you begin a little of the background work in American studies by reading two novels and an autobiography as well as two chapters of the American history textbook for background information. In addition, we will also be preparing you to take the PSAT and ACT tests next year. Consequently, all juniors are required to complete a practice PSAT test as part of your summer assignment.

SUMMER READING

The Great Gatsby by F. Scott Fitzgerald (novel)

The Grapes of Wrath by John Steinbeck (novel)

I Know Why the Caged Bird Sings by Maya Angelou (autobiography)

American History: A Survey –Chapters 22 and 23

The three literary works as well as the history text material will serve to introduce you to the concept of “American Studies”—an interdisciplinary approach to studying the American experience. The two novels “put a human face” on life in the “Roaring Twenties” (described in Chapter 22 of the history text) and the “Great Depression” years (described in Chapter 23 of the history text) of the Twentieth Century. In the autobiographical selection, Maya Angelou, a noted American writer, provides a first hand glimpse of the experiences of an African-American woman growing up, experiencing both hardships and successes in the years that spanned much of the Twentieth Century.

PLEASE SEE REVERSE SIDE FOR EXPLANATION OF ASSIGNMENT THAT ACCOMPANIES THE READING; IT WILL ALSO POSTED ONLINE ON THE SCHOOL’S WEBPAGE UNDER “SUMMER READING.”



ASSIGNMENT

1. Complete the enclosed PSAT verbal and writing test, **following directions on the front of the test. THIS IS DUE ON TUESDAY, AUGUST 22, the first day of school.**

2. You should take notes on the literary works (characters, major developments, ideas the authors appear to emphasize, reactions you have to what you read—things that strike you intellectually or emotionally). You will be taking tests and writing essays on these three works when you return in the fall.

3. Attached you will find a study guide for both chapters of the history textbook. Please complete the study guide taking notes on the prompts listed. This is material you need to know, so take notes that will help you to understand what you have read. This background material is important foundation for our first unit. ***Academic integrity is an important component of this course, so we want to make it clear that this is an individual, not a group, assignment. You are expected to complete the work on your own.***

4. When you have finished the study guide for the history text material and read the literary works, write short essays (minimum 300 words each) to respond to the following prompts. They should be in essay form with a brief introductory paragraph with thesis, a couple body paragraphs (that begin with a topic sentence) since most prompts have a couple parts, and a brief concluding paragraph. Be sure to use **precise details** to show that you read the work and understand its significance. Use Google docs for each.

1. After reading the text material in this chapter and reading the novel *The Great Gatsby* identify ways in which the novel reflects trends in the 1920's. (Ex. How did Gatsby gain his wealth? What values do the characters hold? Is it a "flattering" picture of the era?) What "message" might Fitzgerald have been trying to convey?
2. The history text material describes the circumstances of African-Americans and the racial intolerance that existed in the 1920's (Ch 22) and in the 1930's (Ch 23). African-American writer Maya Angelou was born in 1928 and her autobiography *I Know Why the Caged Bird Sings* describes her early years through the 1930's and early 1940's. Describe some examples from her first-hand account that illustrate some of the generalizations in your history text.
3. After reading the history text material and also reading *The Grapes of Wrath*, describe ways in which the novel "puts a human face" on the experience of dispossessed farmers during the Depression years? What appears to be Steinbeck's attitude about the role of government? Would he have supported some of the more radical movements of the decade? How would he feel about unions? What impact do you think the novel had when it was published? (Be sure to address each of these elements and give supporting details from the novel to support your viewpoint.)

The literary works, study guide and essay responses will be due when school starts in August. Reading Check Test on Literary Works on Wednesday August 23 and Study Guide and Essays due on Friday, August 25. If you want to submit any essays earlier, anytime during the summer, you can share them with Ms. Godshalk via Google Docs.

If you decide not to complete the assignment in a satisfactory and timely fashion, you will, in effect, have made the decision to drop this course; you will be re-directed to the CP American History and CP English 2 courses.

Give yourself a "breather" for a couple weeks, and then begin work on the reading and assignment. We are looking forward to having you in class next year. If you have any questions about this assignment over the summer, please e-mail Ms. Godshalk (pgodshalk@stvm.com) Good luck.

(Take some time, too, to enjoy your summer vacation!)

Happy Reading -----See You In August!

STUDY GUIDE—Ch 22-23

THE NEW ERA [1920s] AND THE GREAT DEPRESSION

Read the material in your textbook and then take notes on the following points. Avoid copying words from the text; instead, translate ideas into your own words to show your understanding:

Chapter 22—The New Era [1920s]

1. What were the sources of the economic “boom” during the decade?
2. How did advent of radio affect life for many Americans in the decade?
3. What were other “new” technologies introduced in the decade?
4. “Consolidation” was the norm in business organization in the 1920’s. What would this mean and why would businesses “consolidate”?
5. During the Progressive Era and WWI (1900-1920—the previous generation), workers had seen some gains, although the right to join a union was still not guaranteed by law. Your book states that in the 1920s, to discourage union growth, some employers engaged in “welfare capitalism.” What did this mean?
6. Though relatively small in number, women in the workforce were usually only able to acquire “pink collar” jobs. What did this mean?
7. Was this a period for a major increase in union membership? What seemed to be the attitude toward unions?
8. The 1920’s was a “boom period” for urban, industrial America, but not for the small farmers in rural America. What challenges did farmers face in this decade?

9. One of the major characteristics of life in the 1920's was "consumerism." What is meant by this term, and what products were especially in demand?
10. How did mass produced automobiles affect life in the decade?
11. How did advertising promote consumerism? What were the major "media" responsible for advertising at the time?
12. The motion picture projector was invented by Thomas Edison in the early 1900s with the first movies being "silent" films with subtitles. What important change happened in film in the 1920s and why would this be so revolutionary?
13. One of the major "culture wars" of the 1920s involved religion—a conflict between more traditional religious "fundamentalism" (especially in more rural areas of the country) and religious "modernism" (more dominant in urban America). What is the difference between these two religious expressions? How did each see the role of religion in society?
14. What was the Scopes "Monkey Trial" and how did it illustrate the rural fundamentalist vs. urban modernism religious conflicts in the decade?
15. Another area in which there was a "culture war" in the 1920s involved women—what was a woman's role; how should she dress and behave; what political role should she have?
- a. What were the changing ideas of "motherhood"?
 - b. What was a "flapper" and was this image more a reality or myth of women in the decade?
 - c. Identify Alice Paul and Margaret Sanger.

16. Your book states that the 1920s saw the emergence of the first “youth culture” in this country. What would this mean?

17. One of the prominent American values going back to our Puritan forebearers is the concept of the “self-made man.” What would this mean, and what happened to this value in the 1920s?

18. Who was Charles Lindbergh, and what did he accomplish?

19. The writers of the 1920s are collectively known as the “Lost Generation” writers. Why do they get this designation?

20. Identify

F. Scott Fitzgerald

Ernest Hemingway

H. L. Mencken

Sinclair Lewis

21. Where and what was the Harlem Renaissance? Who were some of the writers associated with this movement?

22. During WWI, Congress passed, and three-fourths of the states ratified the Eighteenth Amendment giving Congress the power to ban the manufacture and sale of alcohol. (Prior to this it had been a power left to the states to decide, and many states left it up to local communities to decide if they wanted to be “wet” or “dry.”) Once it had the power, Congress passed the Volstead Act banning the manufacture and sale of alcohol, ushering “prohibition.” Prohibition lasted throughout the decade (until it was finally repealed in 1933 as one of the first measures of Franklin Roosevelt’s New Deal to fight the Great Depression). Why did the “noble experiment” (as it was called) fail?

23. The decade of the 1920s was known for ethnic and racial intolerance. Traditionally, America had always been a refuge for immigrants seeking a better life, fleeing oppression, or simply following family members who had emigrated earlier. However, by the 1920s, a “nativist” (anti-immigration) movement had grown. Why? What groups were especially unwelcome?

24. What were the provisions of the National Origins Act of 1924? Which ethnicities did the law restrict the most?

25. The Ku Klux Klan had originated in the late 1800’s in the South to keep African-Americans from voting and from “challenging” the traditionally white dominated South. It had remained relatively small and largely active only in the rural South. In the 1920s, why does its membership expand and where? How would this be connected to the “Great Migration” of WWII (see page 598)?

26. Identify D.W. Griffith and *Birth of a Nation*

27. Warren G. Harding (from Marion, Ohio) was elected in 1920 pledging a “return to normalcy” which meant backing off of international commitments (like the events that had brought the US into WWI during the previous President Woodrow Wilson’s administration) and going back to more “hands off” (laissez-faire) business unlike his predecessors who felt government regulation of business activity was necessary to protect the public interest. How is Harding characterized in your book?

28. What was the Teapot Dome Scandal and how did it tarnish the reputation of Harding?

29. When Harding died suddenly in office, his vice-president Calvin Coolidge became President. How does your textbook characterize Coolidge?

30. Who was Andrew Mellon?

31. What was the general trend in federal government taxing and federal government spending in the 1920s? How would this also have fueled the economic “boom” in the decade?

32. Who were the Presidential candidates in 1928? Who won the election and generally what factors were responsible for his election?

Chapter 23—The Great Depression

1. The “boom” that characterized the economy in the 1920s was evident on the New York Stock Exchange with what brokers call a “bull market.” What would this mean? (If you can’t infer from the reading, google it.)

2. When did the stock market “crash”? What would a “crash” mean?

3. Historians have studied the causes of the “Great Depression” and have identified the following. Describe each.

a. agricultural problems in the 1920s

b. installment buying in the 1920s

c. uneven distribution of wealth by the late 1920s

d. stock market speculation—“buying on margin”

4. Describe the effects of the crash and the ensuing depression on the following:

a. Banks

b. Industrialists and Business owners

c. Workers (extent of unemployment)

d. Farmers in rural areas

5. Identify the following aspects of the social impact of the Depression:

a. Hoovervilles

b. Dust Bowl and Okies

6. How did the Depression exacerbate already tense race relations?

7. What was the Scottsboro Case, and how did it reflect the racism that existed?

8. How did the Great Depression affect women?

9. How did the Great Depression affect families?

10. Americans have generally believed “rugged individualism” and that “hard work=success” (usually called the work ethic). Given the impact of the Great Depression on the social fabric of the U.S., to what extent did the Great Depression undermine this value?

11. Describe the role the arts played during the Great Depression:

a. Literature

b. Radio

c. Movies

12. Identify the following

a. *Amos 'n Andy*

b. *Hindenburg* crash

c. Frank Capra

d. *Steamboat Willie*

e. *Gone With the Wind*

f. *The Grapes of Wrath*

13. What is socialism? What is communism? (you should look up definitions for each) How much allure did such radical movements as communism and socialism have for Americans during the Depression? Why might these ideologies be popular during a time of depression? (You will need to connect this later when you write your essay on *The Grapes of Wrath*)

14. Although he campaigned and was elected on a promise of continued prosperity, Herbert Hoover had to face the economic fallout of the stock market crash, which occurred a little more than six months after he took office. He had only history to look to for precedent, and previous Presidents faced with an economic downturn generally felt that the economic “boom and bust” cycles the country faced simply had to “run their course.” Government action was usually very limited. Describe the following actions of President Hoover and his administration to end the Depression.

a. “voluntarism”

b. Agricultural Marketing Act

c. Hawley-Smoot Tariff (remember—a tariff is a tax on imports, often “protective” (place a high tax on imports to protect American manufacturers from foreign competition and to encourage consumers to buy American made products)

d. Reconstruction Finance Corporation (sound anything like the Bush/Obama “stimulus”/“bailouts”???)

15. How effective were Hoover's measures in turning the economy around? Was he a "do nothing" President as critics later claimed?

16. What was the Bonus Army March of 1932; what effect did it have on Hoover's public image?

17. What was Franklin Roosevelt's background before becoming President in 1932?

18. What factors contributed to Roosevelt's election in 1932?