

AP Summer Assignment

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Due: First Day of School, 2022

Read Chapters 17 and 18 in the AP textbook. In addition, read all directions and complete the following work:

Chapter 17

1. Thoroughly answer all questions on the **Chapter 17 Review Questions Packet**.
2. **Type a minimum of a three-page essay** that *evaluates the unique role of the Sioux Indians in American history. Why were they so distinctive from other Native American peoples? Why were they so successful in surviving and even capitalizing on the European and American presence in North America?* Essays should be typed, using 12 New Roman Times font and double spaced. **You must physically hand in the essay on the first day of class.** Remember to properly cite all outside sources with in-text citations and a Work Cited page. Failure to do so will result in a zero for this portion of the assignment

Chapter 18

1. Thoroughly answer all questions on the **Chapter 18 Review Questions Packet**.
2. Create a line graph, and analyze the information based on the Analyzing Tables and Figure worksheet. Graphs can be drawn by hand or done on the computer. All answers to questions should be thorough and complete and can be hand-written or typed.
3. Write the DBQ about the impact of business on the economy. **DBQ's must be hand-written** (this is how it will be done on the AP test). **You must use at least 6 of the provided documents in your DBQ.** Remember to use varied types of documents. Since you have more time to complete this assignment, your quality of writing should be your best effort and will be graded accordingly.

Graded: This summer assignment is worth 2 Test grades, 2 Quiz grades, and 2 Homework grades for Marking Period 1. This assignment is due on the first day of school 2021 and WILL NOT BE ACCEPTED LATE.

CHAPTER 17 AND 18 TEST WILL BE GIVEN The First Week Back to School so be prepared.

Name: _____ Date: _____

Chapter 17 Review Questions

IDENTIFICATION

Briefly identify the meaning and significance of the following terms:

1. Great Plains _____

2. "Great American Desert" _____

3. Wounded Knee _____

4. Dawes Severalty Act _____

5. Overland Trail _____

6. Homestead Act of 1862 _____

7. Comstock Lode _____

8. Chinese Exclusion Act _____

COMPLETION

Answer the question or complete the statement by filling in the blanks with the correct word or words.

1. Historian Walter Prescott Webb argued that the Great Plains lacked two of the three "legs" on which eastern civilization had stood. The three legs were _____, _____, and _____.
2. The Paiute messiah who had a vision that Indians would gain a new life if they performed the "Ghost Dances" was named _____.
3. The Plains Indians developed a nomadic life style following, hunting, and living off every part of the _____.
4. One of the most famous professional buffalo hunters and the producer of a "Wild West" show was _____.
5. Most wagon trains bound for the West began their journey at _____.
6. To lure land-seeking Europeans to the American West, railroads set up of _____.
7. Farmers on the Plains compensated for the lack of water with a technique called _____.
8. Agricultural extension stations, which helped spread new techniques to American farmers, were supported by _____ Act of 1877.

Name: _____ Date: _____

Chapter 18 Review Questions

IDENTIFICATION

Briefly identify the meaning and significance of the following terms:

1. Centennial Exposition _____

2. Central and Union Pacific Railroad Companies _____

3. J. P. Morgan _____

4. Andrew Carnegie _____

5. John D. Rockefeller _____

6. National Labor Union _____

7. Knights of Labor _____

8. American Federation of Labor _____

9. Thomas Alva Edison _____

10. Trunk lines _____

COMPLETION

Answer the question or complete the statement by filling in the blanks with the correct word or words.

1. The exhibit that attracted the most attention at the 1876 Centennial Exposition was the
_____.
2. _____ described the locomotives as "Type of the modern-emblem of motion and power . . ."
3. The _____ first divided the United States into four time zones.
4. Many railroad speculators _____ their stock; that is, they distributed more stock than the value of their company's assets.
5. Financier _____ combined Carnegie's company with others to establish the United States Steel Corporation.
6. To centralize control of Standard Oil, John D. Rockefeller led in the establishment of the first modern
_____ in 1882.
7. Between the 1850s and 1890s, the number of patents issued to inventors increased from fewer than
_____ a year to _____ a year.
8. Sears, Roebuck and Montgomery Ward started as _____ businesses.

Name: _____ Date: _____

ANALYZING TABLES AND FIGURES

The early railroads may seem to have linked different regions, but in fact they did not. Built with little regard for through traffic, they were designed more to protect local interests than to tap outside markets. The Civil War showed the value of fast long-distance transportation, and after 1865, railroad managers worked to provide it.

SKILL BUILDING

1. Create a line graph to represent the railroad construction from 1830 to 1920.
2. What percent of railroad construction occurred in each decade?
3. Plot these percentages in a bar graph.

READING THE GRAPH

4. The least amount of railroad was constructed in the decade of .
5. Which decade between 1851-1860, 1861-1870 or 1911-1920 had the most railroad construction?
6. What was the total amount of railroad construction from 1830 to 1920?

INTERPRETING THE GRAPH

7. Why was there so much railroad construction in the late 1800s?
8. Where were most of these railroads constructed?
9. Why were the railroads constructed where they were constructed?
10. How did the construction of railroads help the building of the nation?

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UNITED STATES HISTORY

SECTION II

Part A

(Suggested writing time—45 minutes)

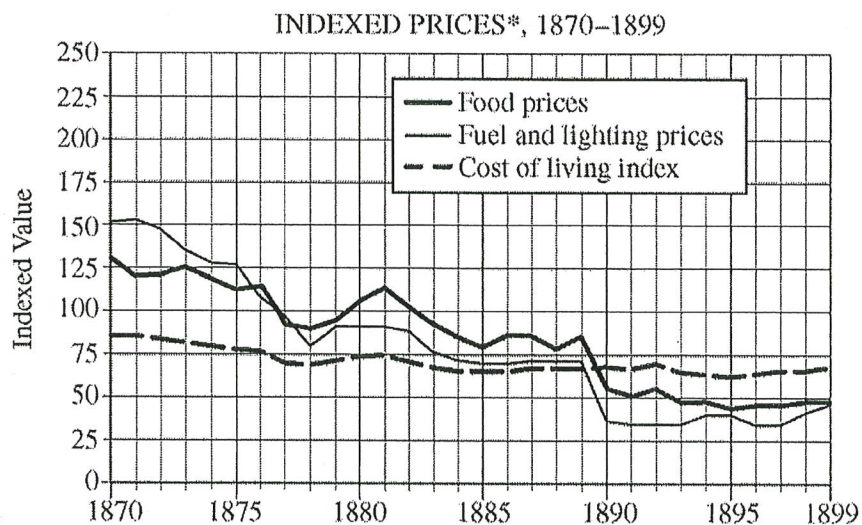
Percent of Section II score—45

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A–J and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. In the post–Civil War United States, corporations grew significantly in number, size, and influence. Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900.

Document A

Source: *Historical Statistics of the United States*.



*Indexed prices refers to the average prices for goods and services during a given interval of time.

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Document B

Source: George E. McNeill, labor leader, *The Labor Movement: The Problem of Today*, 1887.

The railroad president is a railroad king, whose whim is law. He collects tithes by reducing wages as remorselessly as the Shah of Persia or the Sultan of Turkey, and, like them, is not amenable to any human power. He can discharge (banish) any employee without cause. . . . He can withhold their lawful wages. He can delay trial on a suit at law, and postpone judgment indefinitely. He can control legislative bodies, dictate legislation, subsidize the press, and corrupt the moral sense of the community. He can fix the price of freights, and thus command the food and fuel-supplies of the nation. In his right hand he holds the government; in his left hand, the people.

Document C

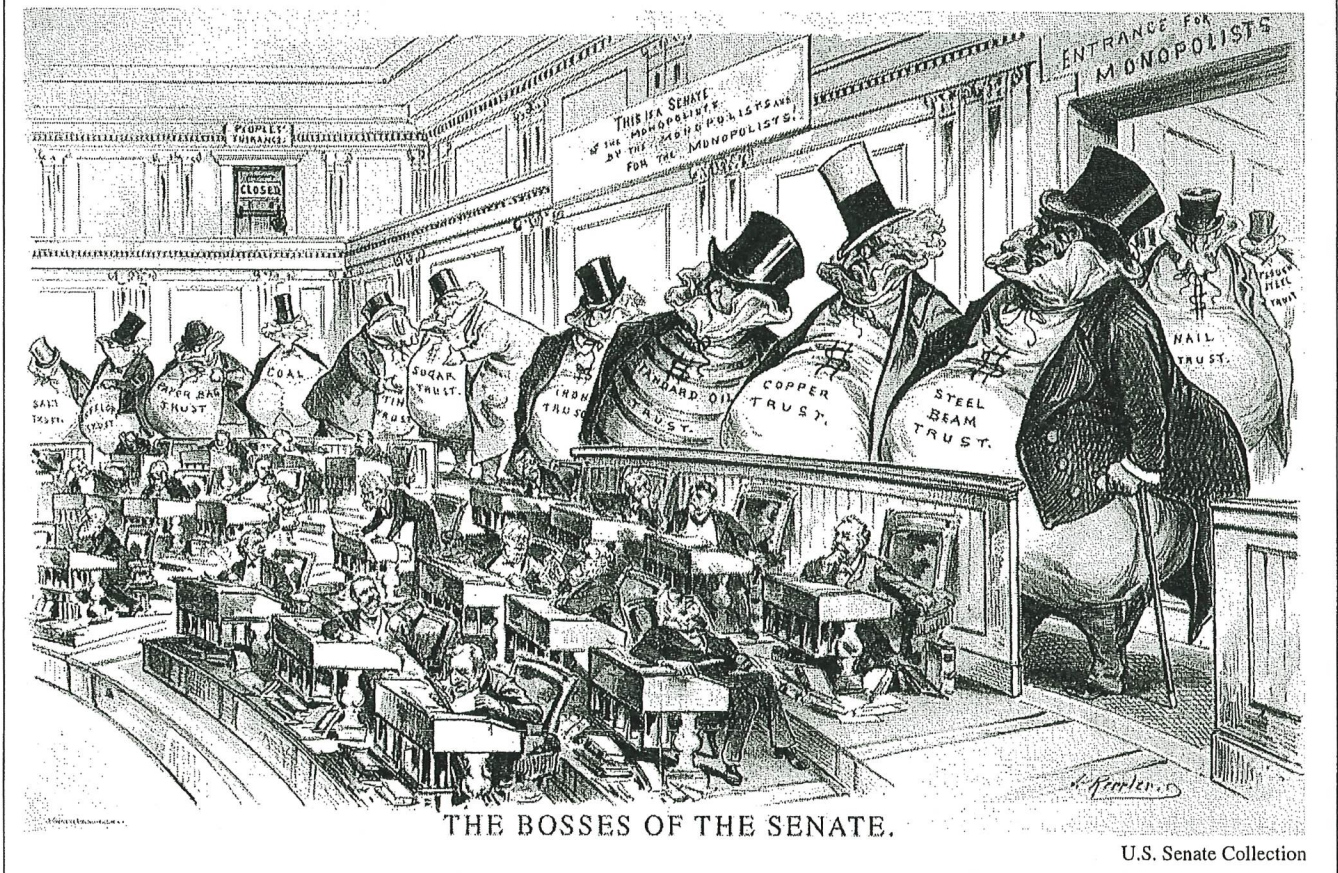
Source: David A. Wells, engineer and economist, *Recent Economic Changes and Their Effect on the Production and Distribution of Wealth and the Well-Being of Society*, 1889.

[T]he modern manufacturing system has been brought into a condition analogous to that of a military organization, in which the individual no longer works as independently as formerly, but as a private in the ranks, obeying orders, keeping step, as it were, to the tap of the drum, and having nothing to say as to the plan of his work, of its final completion, or of its ultimate use and distribution. In short, the people who work in the modern factory are, as a rule, taught to do one thing—to perform one and generally a simple operation; and when there is no more of that kind of work to do, they are in a measure helpless. The result has been that the individualism or independence of the producer in manufacturing has been in a great degree destroyed, and with it has also in a great degree been destroyed the pride which the workman formerly took in his work—that fertility of resource which formerly was a special characteristic of American workmen, and that element of skill that comes from long and varied practice and reflection and responsibility.

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Document D

Source: Joseph Keppler, "The Bosses of the Senate," *Puck*, January 23, 1889.



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Document E

Source: Andrew Carnegie, "Wealth," *North American Review*, June 1889.

This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community—the man of wealth thus becoming the mere agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves.

Document F

Source: "People's Party Platform," *Omaha Morning World-Herald*, July 5, 1892.

[W]e seek to restore the government of the Republic to the hands of "the plain people," with which class it originated. . . .

Our country finds itself confronted by conditions for which there is no precedent in the history of the world; . . . We pledge ourselves that if given power we will labor to correct these evils by wise and reasonable legislation, in accordance with the terms of our platform. We believe that the power of government—in other words, of the people—should be expanded (as in the case of the postal service) as rapidly and as far as the good sense of an intelligent people and the teaching of experience shall justify, to the end that oppression, injustice, and poverty shall eventually cease in the land.

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Document G

Source: Samuel Gompers, *What Does Labor Want?*, an address before the International Labor Congress in Chicago, August 28, 1893.

The organized working men and women, the producers of the wealth of the world, declare that men, women and children, with human brains and hearts, should have a better consideration than inanimate and dormant things, usually known under the euphonious title of "Property." . . .

We demand a reduction of the hours of labor, which would give a due share of work and wages to the reserve army of labor and eliminate many of the worst abuses of the industrial system now filling our poor houses and jails. . . .

Labor . . . insists upon the exercise of the right to organize for self and mutual protection. . . . That the lives and limbs of the wage-workers shall be regarded as sacred as those of all others of our fellow human beings; that an injury or destruction of either by reason of negligence or maliciousness of another, shall not leave him without redress simply because he is a wage-worker. . . .

And by no means the least demand of the Trade Unions is for adequate wages.

Document H

Source: George Rice, "How I Was Ruined by Rockefeller," *New York World*, October 16, 1898.

"I am but one of many victims of Rockefeller's colossal combination," said Mr. [George] Rice, "and my story is not essentially different from the rest. . . . I established what was known as the Ohio Oil Works. . . . I found to my surprise at first, though I afterward understood it perfectly, that the Standard Oil Company was offering the same quality of oil at much lower prices than I could do—from one to three cents a gallon less than I could possibly sell it for."

"I sought for the reason and found that the railroads were in league with the Standard Oil concern at every point, giving it discriminating rates and privileges of all kinds as against myself and all outside competitors."

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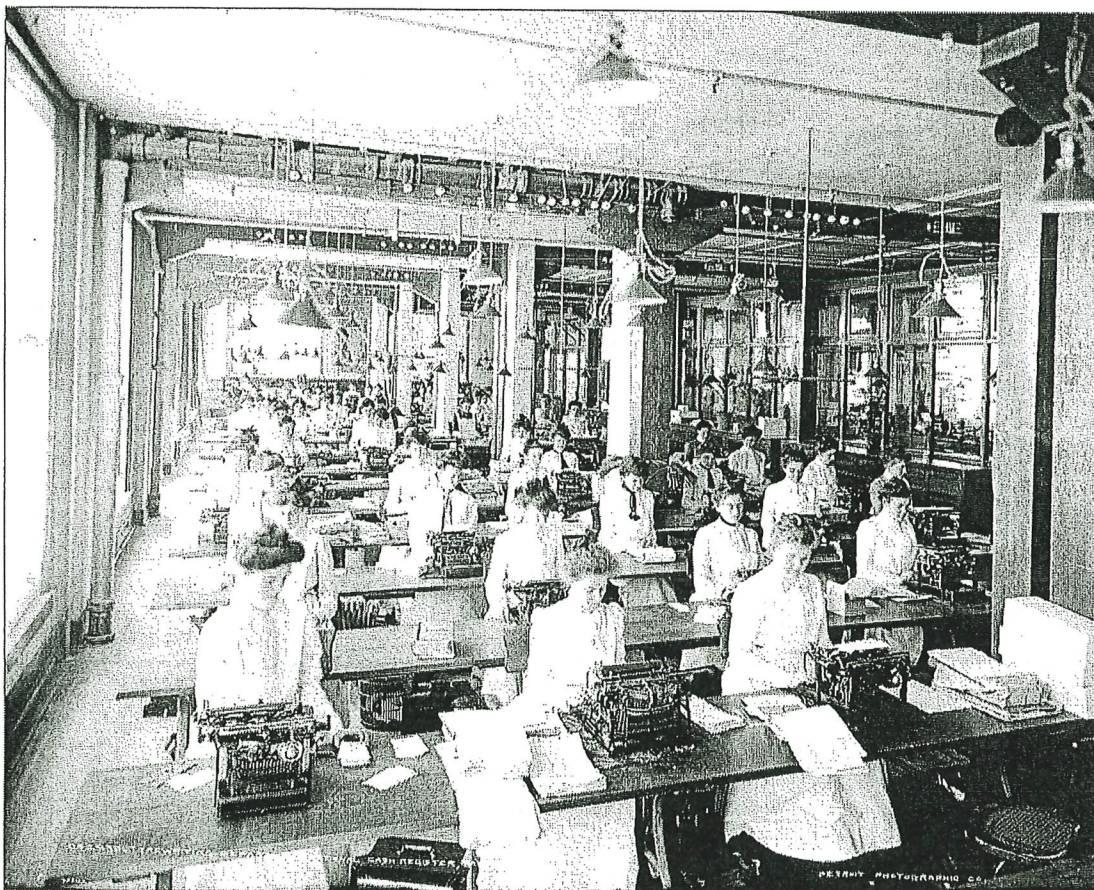
Document I

Source: Theodore Dreiser, *Sister Carrie*, a novel, 1900.

[Department stores] were along the line of the most effective retail organization, with hundreds of stores coordinated into one and laid out upon the most imposing and economic basis. They were handsome, bustling, successful affairs, with a host of clerks and a swarm of patrons. Carrie passed along the busy aisles, much affected by the remarkable displays of trinkets, dress goods, stationery, and jewelry. Each separate counter was a showplace of dazzling interest and attraction. She could not help feeling the claim of each trinket and valuable upon her personally.

Document J

Source: Female typists, circa 1902.



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END OF DOCUMENTS FOR QUESTION 1

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