

2008/2009 APUSH Summer Assignment

Below you will find a list of films and documentaries that your instructors have compiled for you to view. Please note that the ratings on these films vary and that viewing any of these films is strictly voluntary. Your instructors do feel that viewing any of these films will give you a “head-start” on your studies in APUSH and provide you with another lens through which we view our history as a nation. To complete this assignment, view at least one film from each of the seven areas listed below. After you view the film(s), complete the simple worksheet which can be found on either Mr. Ziemann’s or Mrs. Dornbush’s Staff Page at www.marinavikings.org. Please note that this document will be posted as a PDF(Adobe Acrobat Reader) and a Word Doc. Happy viewing!

Colonial/Early America/Frontier

The Madness of King George (PG-13)
The Crucible- 1996 (PG-13)
The Scarlet Letter-1995 (R)
The Last of the Mohicans -1992 (R)
Jefferson -1997 (Documentary Ken Burns)
John Adams (HBO Miniseries)
The Ox-Bow Incident (1943 – probably PG)
Far and Away (PG-13)
Dances with Wolves (R)
1776- 1972 Version (PG)
Revolution (PG)
Little Big Man (PG-13)
Amistad (R)
Founding Brothers (PBS)

The Civil War

The Civil War (Documentary Ken Burns)
Abraham and Mary Lincoln (PBS Documentary)
Gettysburg (PG)
Glory (PG)
Red Badge of Courage (1951- probably PG)
Little Women (PG)
Gone with the Wind (G)
Roots (Miniseries)

Turn of the Century/Early 1900’s

Gangs of New York (R)
All the King’s Men (PG-13)
Matewan (PG-13)
To Kill a Mockingbird -1962 (probably PG)
Sergeant York (PG)
Eight Men Out (PG)
The Cotton Club (R)
Inherit the Wind -1960 (PG)
The Great Gatsby (PG)
Iron Jawed Angels (HBO miniseries)
Avalon (PG)

Depression/New Deal

The Grapes of Wrath (PG)
FDR (2005- Documentary)
Places in the Heart (PG)
Bonnie and Clyde (R)
The Color Purple (PG-13)
The Sting (PG)
It’s a Wonderful Life (G)
Oh Brother, Where Art Thou (PG-13)
Raging Bull (R)
Cinderella Man (PG-13)

WWII/Cold War/1950s

Fat Man and Little Boy (PG-13)
All My Sons (1948 – probably PG)
Casablanca (1948 – probably PG)
Judgment at Nuremberg (PG)
The Longest Day (G)
Saving Private Ryan (R)
Memphis Belle (PG-13)

A Midnight Clear (R)
Truman (TV miniseries)
Patton (PG)
Midway (PG)
Tora! Tora! Tora! (G)
Snow Falling on Cedars (PG-13)
Pearl Harbor (PG-13)
Flags of Our Fathers (R)
Letters from Iwo Jima (R)
Band of Brothers (TV miniseries)
Dr. Strangelove (PG)
Fail Safe (PG)
Guilty by Suspicion (PG-13)
Atomic Café (Not rated)
Quiz Show (PG-13)
Thirteen Days (PG-13)
Good Night and Good Luck (PG-13)

1960’s/Civil Rights

Something the Lord Made (TV miniseries)
Tuskegee Airmen (PG-13)
Ghosts of Mississippi (PG-13)
Mississippi Burning (R)
Driving Miss Daisy (PG)
4 Little Girls (TV miniseries)
Malcolm X (R)
Apollo 13 (PG)
12 Angry Men (PG)
Gideon’s Trumpet (TV miniseries)
American Graffiti (PG)
With All Deliberate Speed (PBS)
Harlan County War (TV miniseries)

Vietnam and Recent History

All the President’s Men (PG-13)
The Joy Luck Club (R)
Smoke Signals (PG-13)
The Pursuit of Happyness (PG-13)
Vietnam: A Televised History
The Manchurian Candidate (2004 – R; 1962- PG-13)
The China Syndrome (PG)
Silkwood (R)
The Quiet American (R)
Alice’s Restaurant (R)
Gardens of Stone (R)
Good Morning Vietnam (R)
The Insider (R)
Bowling for Columbine (R)
Roger and Me (R)
Fahrenheit 911 (R)
Erin Brokovich (R)
Norma Rae (PG)
Blackhawk Down (R)
Wall Street (R)
JFK (R)
Platoon (R)
Born on the Fourth of July (R)
Heaven and Earth (R)

Suggested Summer reading:

In addition to the film list above, your instructors suggest that you get a head-start and some differing perspectives in your summer reading.

The first exam of the school year will cover chapters 1-4 in your textbook. Mr. Ziemann (Room 116) has copies of the textbook for you to pick up before the school year ends. Please note that this textbook is the "old" edition and that reading beyond chapter 7 is not recommended as our new texts will differ significantly after that chapter.

To obtain two very different interpretations of our history as a nation, your instructors have chosen two additional books for you to consider. Again, remember that this is strictly voluntary and that your instructors are not supporting one book over another but rather would like to have an informed discourse with you in the fall regarding the views presented. The titles are as follows:

- A Patriot's History of the United States by Michael Allen, Larry Schweikhart
- A People's History of the United States by Howard Zinn

Streaming Videos:

Lastly, your instructors would recommend your viewing of some historical videos that are streamed right on your computer. The links and directions are as follows:

This is the companion web site for the Biography of America video series which contains available supplemental resources. You can also view each program by clicking on the VOD button in the area titled "transcript".

<http://learner.org/biographyofamerica/>

If you have trouble with the link above, try the link below to be directed to the VOD web site for the series. In order to view the programs you will need to register.

<http://learner.org/resources/series123.html>

Have a fantastic summer! Your instructors are very excited to learn with you next school year.

Sincerely,
Mr. Ziemann
Mrs. Dornbush

You're the Critic

Film Reviews

After you watch each documentary or film, fill out the format below:

1. Provide a brief summary of the film. (Two or three sentences are fine; you don't need to include a lot of details. For example, you might summarize the film *Titanic* by saying, "This film is a classic love story set on the only voyage Titanic ever made. The young woman involved, who is played by Kate Winslet, comes from a high society family. Meanwhile, the young man, played by Leonardo Di Caprio, is poor and travelling in third class. Their relationship is intensified by the fact that the ship is sinking.")
2. State your opinion of the movie. What are its strengths and weaknesses? Provide specific examples (scenes, situations) from the film. (About *Titanic*, you might say, "Overall, I really liked this movie. For one, I'm a die-hard romantic, so I really got involved in the story. I loved the way that the photographs at the end showed how Rose went on to do everything she and Jack had talked about together--like riding a horse in California. Also, I thought the filming was beautiful. I really liked a lot of the shots. For example, I loved the aerial shot at the beginning that panned the whole length of the ship. It really gave you a feeling of how big the ship was! I also really liked the scene with all of the china floating in the dining room. As far as weaknesses go, I didn't like the fact that this movie gives us a distorted view of history. It was a really nice story, but it was obviously fictional.")
3. What character(s) do you most identify with? What are the main personality traits of this (these) characters? (About *Titanic*, you might say, "I really identified with Jack. He's a free spirit. He doesn't have any money, but he's traveled all over the world looking for adventure. Maybe he finds more adventure than he wants on Titanic, but he's strong and true to his principles.")
4. In your opinion, what was the director's intention or message? (Of *Titanic*, you might say, "I think that James Cameron wanted to show that he's king of the movie world. No, seriously, I think he wanted to provide some great blockbuster entertainment while at the same time recreating one of the most famous sea disasters in history. Actually, I'm really glad that Jack died at the end. If he had lived, this story wouldn't be tragic. It would just be another Hollywood movie.")
5. How does the film relate to American culture? Specifically, how does it relate to the era in which it was made? (Of *Titanic*, you might say, "For one, I think this movie shows that American attitudes have changed somewhat. For example, it's accepted that Rose and Jack are lovers. This definitely wouldn't have been accepted in 1912. It wouldn't have been accepted 35 years ago. Also, both characters are very independent. Rose decides to go against her mother's wishes, but we see this as the right thing to do. It seems to be a dominant American value that young people make their own decisions, even when these decisions go against their parents. Also, it doesn't matter that she's high society and he's not. This seems to re-enforce the American ideal that love can bridge economic distinctions.")
6. Finally, give the movie a "thumbs up" or "thumbs down."