

# AP US History Summer Prep

Instructed by Megan Pabon—megan.pabon@nkcschools.org

Your summer prep for APUSH is designed to prepare you for the types of activities we will be partaking in for the duration of the school year. That being said, you will be required to do the following this summer in preparation for the fall:

1. Read the entirety of this document noting the expectations and tips and tricks for the next year.
2. Check the class blog website each month and participate in all class posts—[www.thearchiveap.blogspot.com](http://www.thearchiveap.blogspot.com)
3. Read Chapters 1-2 in *The People's History of the United States* by Howard Zinn as those will lead our blog discussions throughout the summer. YOU DO NOT NEED TO BUY THIS BOOK. A copy of this book is available online through Google Books. The link is below.  
<http://books.google.com/books?id=Aw5sqwgQKtEC&printsec=frontcover&dq=Howard+Zinn+People's+History+United+States&hl=en&sa=X&ei=wK97U-DRNsaSyASYk4CACA&ved=0CDIQ6AEwAQ#v=onepage&q=Howard%20Zinn%20People's%20History%20United%20States&f=false>
4. Critical Film Review—Assignment sheet and sample paper attached

## Materials Needed for APUSH—Day 1

1. A three-ring binder—preferably at least a 2 inch—we will have lots to fill each semester.
  - a. You may want dividers for your binder to split up the separate units, writing section, and test materials to keep throughout the year
2. Your textbook (online AND/OR hard copy)
3. Knowledge of the Zinn chapters for discussion and assessment

## Preparing for APUSH

Now that you have taken the initiative to accept the challenge of taking a college level course, I would like to take this opportunity to outline for you how this class will be different from what you have previously experienced in a history course. In jumping from a freshman or junior in high school to a freshman in college you can imagine that the expectations in reading, writing, participation, and analytical skills will be more demanding.

This course will require more extensive reading than you were previously accustomed to. The type of reading required for the class will also be different. You will not only be expected to read for basic historical information, but you will need to analyze and evaluate the information, so that you can develop historical perspective. You will find college level material more demanding to read, while you will discover that you have less time to devote to it. (Many of you will be experiencing a heavier work load from your other classes and outside commitments.) You need to not only increase the speed at which you read, but also enhance your comprehension as well. This will come as we continue to practice and learn strategies to help us with these skills.

The key to success in this area is to make the best use of your study time. I would strongly suggest that you take notes as you read so that you do not waste time re-reading material. Include in your notes observations and questions for class discussions. How you organize your study time will play a major role in your success in class. Many students fail to keep up with their daily assignments and adopt a crisis – oriented schedule. By that I mean they devote all their time to the next major test and exclude all other work in all other classes. When the history exam finally arrives they find themselves facing a daunting number of pages to read and usually fail to complete them. Since they were unprepared for class they missed the benefits of classroom discussions and have no opportunity to ask questions about the material in class.

Lack of preparation is nothing to brag about. **THERE IS AN EASY WAY AND A HARD WAY TO GET THROUGH THE CLASS. PREVENT EXAM HYSTERIA BY KEEPING ON SCHEDULE AND PARTICIPATING IN READING AND IN CLASS.**

Class participation plays a vital role in exploring historical events. This time allows you to ask questions, which will enable you to develop a better grasp of the issue or the concept. Your reading notes will also prepare you for class discussions and allow you to develop the necessary historical perspectives for your essay responses. You will want to take notes during class as a supplement to your reading as a way to clarify information and gain new understandings.

The most difficult aspect of the class is the level of thought required in examining history.

Without a complete understanding of the facts your upper level explanations and elaborations will be faulty. You will need to look at history as a collection of causes and effects and as historians you will need to examine the underlying relationships and draw conclusions on their relative importance.

Through most of your secondary educational experience you have probably had teachers and parents talk about how difficult it will be once you are in college. Now you are there. You are intelligent and gifted students and there is no reason that you cannot be successful in this course. However, tasks which were easy for you may now require planning, preparation, and study. Develop a strategy for handling the work load. I hope that you will enjoy our journey exploring the development of the United States. You have unique qualities, interests, and knowledge to contribute to the class. I look forward to hearing your observations and expect all of us to have a good year.

## APUSH Writing

Writing is a key skill to success in this course. You will have a variety of writing assignments during the year and a high level of proficiency is expected. Your writing is one of the major means to demonstrate your knowledge and understanding, so it needs to be organized, logical, insightful, and fluent. We will start working on essays quickly upon your arrival back at school in the fall and will continue to work on them during the school year to prepare for the national exam. You will learn the skills you need for these writings as the year progresses.

## Posting on the Class Blog

One a month another topic will be posted to our class blog site that we will use throughout the school year. To post a comment on the class blog, you will need to follow these steps;

1. Create a Google ID that includes your first and last name. You may use your school email address for this ID instead of creating a Gmail account. You may skip the option to list your phone number as well. Please know that this account is a public account and anything you add to it is available for anyone to see. I would advise not to publish any personal information on your account or this forum.
2. Go to the website [www.thearchiveap.blogspot.com](http://www.thearchiveap.blogspot.com) Once at the site, at the top right click Sign In. Use your Google ID to log in to the site. Go back to the original site above and then you should see your Google ID at the top of the page. You are now ready to post a comment!
3. Check this site every month starting in June to keep up with the class activity. Don't save it all until the end! I would like to see your progress as we go throughout the summer.

# AP Summer Slam—Optional Opportunity!!!

Speaking of skills...This summer there will be an opportunity to attend sessions connected to your AP class. These sessions will help you get a step ahead by learning various topics that will make your life easier throughout the school year by mastering skills necessary for mastering this class. We will be able to build study groups with your peers in this same course as well as get time with me to discuss your summer prep. You will learn valuable study and note taking skills as well as AP US History specific skills to hit the ground running in the fall. The dates for these sessions are July 10-13<sup>th</sup>. The sessions will run at various times where you will have options to what you want to attend. Please look for announcements on my summer blog for more information!

## Messages from Previous APUSH Students:

Here are a few pieces of advice from people who have taken my class in the past to help you. Please read their comments and take what you want from them... they have lived this course before!

- This is the most challenging class I have been in but I still believe I did a good job. In order to do well in this class, you have to work hard. (AH)
- Do all of your readings each day because once you get behind it is tough to catch back up. (LM)
- Pay attention in class always. Preparing for the AP test is always a good idea! Review old units every so often. Concentrate on specifics for big events and broad ideas on it as well for a more thorough understanding. (DD)
- Show up, do work, pay attention, and focus. READ THE BOOK. (DG)
- Be sure to take advantage of test corrections. (JM)
- Keep up with your work and look back at your notes for just a little bit every night. Internalize SFI all year like you would for a vocab test, and you'll be just fine. (BO)
- Organize your work, and make sure to actually do the work. Otherwise you will have no idea what is going on. (CH)
- Don't get behind on reading, and at the beginning take a minute to look over all your resources and figure out what helps you. (BF)
- Read the entire book and do not give up on it. Also, study for your quizzes and tests. Don't just blow them off. (KM)
- Even if it feels like you're falling behind, keep going. Don't let anything hold you back from finishing. (KE)
- Don't give up and talk to your teacher. (KF)
- Don't be afraid to ask questions about things you don't understand. Look over your notes, it will pay off in the end! (AB)
- Highlight your notes on the online textbook. It is super helpful. Stay motivated. This class is rigorous but you can do it! (BS)
- Don't be afraid to expand your resources. If you find taking notes a different way or watching youtube videos is beneficial, do it. (JB)
- Always do the historians while doing that chapter's notes. Also, try to explain to someone not in the class (CC)
- Don't stress if your test scores aren't great initially. They are really difficult, so no one does that great. Between the corrections and the other assignments your grade shouldn't suffer too much. (LW)

# Critical Film Review Assignment

The APUSH film review assignment is designed to supplement student knowledge of a particular historical period, person(s), event, or institution through the analysis of a related film. This is an opportunity to experience a richer encounter with history, as well as connect the rise of cinema as a prominent facet of American cultural history.

Historical films open up history to people. Films provide viewers a unique insight to events that we may never have the opportunity to experience. And although no movie can be entirely accurate, when done well, filmmakers can immerse audiences into a world lost in time, captivating our attention and connecting our understanding to history beyond the classroom.

For the film reviews, you are responsible for critically viewing the work, evaluating historical accuracy, and writing an overall evaluation following the guidelines provided. You will be expected to complete 4 total film reviews—2 from first semester content and 2 from second semester content.

This is a formal writing assignment—be sure to type it and check your work for grammatical errors. All resources must be cited, MLA format. **Plagiarism is never ok.** Do NOT copy another writer's work.

\*\*Please note some of the films are rated "R." You must have parental consent prior to viewing. "R" ratings are primarily for language and/or violence.

\*\*You may choose from the list below for your movie reviews.

## **First Semester Movie Options: Pick 2 films from our first semester content**

### **Colonial Era – Foundations of America (1492 – 1820s)**

John Adams (2008)—HBO series of John Adams  
Turn TV Series (2014) – Revolutionary Era  
Last of the Mohicans (1992) – French & Indian War (R)  
The Crucible (1996) – Salem witch trials; Puritans (PG13)  
The Patriot (2000) – Revolutionary War (R)  
Amistad (1997)—Trans Atlantic Slave Trade (R) (includes nudity & racial violence)  
Roots (1977) – Path of Diversity in America

### **Jacksonian Democracy – Reconstruction (1824-1877)**

Gettysburg (1993) – decisive battle of the Civil War (PG)  
Glory (1989) - Civil War; African American regiment 54<sup>th</sup> Massachusetts (R)  
12 Years a Slave (2013)- Slave trade (R)  
Gone With the Wind (1939) - Antebellum and Civil War South (PG)  
The Alamo (2004) – Mexican-American War (PG-13)  
Lincoln (2012) – President Lincoln and the Civil War (R)

## **Second Semester Movie Options: Pick 2 films from our second semester content**

### **Immigration & American Frontier (1800s)**

Gangs of New York (2002) – Civil War era, urbanization and immigration (R)  
Far & Away (1992) – Immigration & Western Frontier Land Rush (PG13)  
Tombstone (1993)— Law & Order on the Western Frontier (R)  
True Grit (2010) – Law & Order on the Western Frontier (PG13)  
Wyatt Earp (1994)—Law & Order on the Western Frontier (PG13)  
Little Big Man (1970) –Sand Creek Massacre (PG)  
Dances with Wolves (1990) – Civil War era interactions with natives (PG13)

### **Early Twentieth Century (1900 – 1920s)**

The Men Who Built America TV Series

Citizen Kane (1941)—Turn of the Century Newspaper Tycoon (PG)

Raging Bull (1980)—Italian-American subculture (R)

Public Enemies (2009) – American Gangsters (R)

The Untouchables (1987)—Al Capone & the 1920s (R)

### **Bust and Boom (1930-1950)**

42 (2013)—Jackie Robinson & Civil Rights (PG13)

Cinderella Man (2005)—1930s working class (PG13)

Seabiscuit (2003)—Horse Racing & the Depression Era (PG13)

To Kill a Mockingbird (1962)—Civil Rights & the Great Depression (PG)

### **World War II and Vietnam (1941-1975)**

Band of Brothers (2001) – HBO Series of WWII, 101<sup>st</sup> Airborne

The Pacific TV Series (2010) – Marines in WWII

Letters from Iwo Jima (2006) – WWII Pacific (R)

Flags of our Fathers (2006) – Battle of Iwo Jima (R)

Patton (1970) – WWII General (PG)

Pearl Harbor (2001) – Attack from WWII (R)

Saving Private Ryan (1998) – WWII D-Day (R)

Red Tails (2012) – Tuskegee Airmen (PG13)

Wind Talkers (2002) – Navajo code breakers in WWII (R)

### **Cold War Era and Vietnam (1945-1991)**

Apollo 13 (1995)—1970s Space Race (PG)

Dr. Strangelove (1964) – Cold War arms race (PG)

Good Night, and Good Luck (2005)—McCarthyism & the Red Scare (PG)

J. Edgar Hoover (2010)—FBI director Hoover & the Cold War (R)

Miracle (2004)—1980 Olympic Games (PG)

October Sky (1999) –Post Sputnik; boy meets rocketry (PG)

The Majestic (2001) – McCarthyism; Hollywood blacklisting (PG)

Thirteen Days (2000) – Cuban Missile Crisis (PG13)

Bridge of Spies (2015) –Cold War; U-2 Incident (PG13)

Good Morning, Vietnam (1987) – Vietnam War (R)

Fog of War (2003) – Lessons from Robert McNamara (PG13)

All the President's Men (1976) – Watergate Scandal (R)

Frost/Nixon (2008) – Watergate Scandal (R)

We Were Soldiers (2002) – First battle of the Vietnam War (R)

Argo (2012) – Iranian Hostage Crisis (R)

The Help (2012) – Civil Rights Movement (PG13)

Loving (2016) – Civil Rights Movement (PG13)

Selma (2014) – Civil Rights Movement (PG13)

Freedom Riders (2010)—Civil Rights Movement (Doc)

Argo (2012) – Iran Hostage Crisis (R)

# Film Review Expectations

Please model your film review after this paper.

Title of Film (Year Produced)

Director

Main Actors

## **The Film:**

**Plot:** Write a synopsis, or summary, of the film. Make sure that your summary makes sense to a reader who does not know the movie. Do not refer to specific scenes and do not try to explain everything. Include the place/time and background/context for what is going on during the film

## **The Truth:**

Research the true history of the historical event, person(s), time period, or institution portrayed in the film. This part of the paper is not as much about the movie, but about the history. A movie review site will NOT provide you with the historical background, or content needed, to complete the review assignment. For research, you should use credible resources.

## **Comparison & Evaluation:**

To what extent is the film historically accurate? Identify specific accuracies and artistic liberties with the film. How has the film furthered your knowledge of the history portrayed?

Provide an evaluation of the film. Give your opinion, but it must be more than "I liked it." Opinions should be explained to allow the reader to determine whether they would agree with your opinion. Should this film continue to stay on the distributed list?

# Example Film Review

Pocahontas (1995)

Mike Gabriel

Mel Gibson, Christian Bale, Billy Connelly

The Film:

Set in 1607 colonial America, Disney's Pocahontas captures the early relationship of the Algonquian Indians with the Englishmen, and their arrival at Jamestown. The first half of the film depicts the English as gold-hungry settlers woefully prepared for conditions of the Virginia terrain, poor relations between the American Indians and English, and the saving of Captain John Smith by Pocahontas. As a burgeoning friendship and love affair develops between Smith and Pocahontas, the chief's daughter, rivalries between the groups over land threaten the survival of Jamestown, the first permanent English colony in America. Smith and Pocahontas work together to bring peace to their communities, each acting as a liaison.

The Truth:

Pocahontas was daughter of Powhatan, the chief of the Algonquian Indians in Virginia, near Jamestown, the first permanent English settlement. In 1607, the English leader of the Jamestown settlement Captain John Smith was taken captive of the Algonquian Indians. During a ritual ceremony in which the chief feigns to bludgeon the captive, John Smith was "saved" by the chief's daughter, Pocahontas, when she covered his body with her own in a dramatic display of saving him. Following the mock execution and saving of Smith, Powhatan took Smith as an honorary member of his family; Pocahontas and Smith became friends. Over the next year, relations with the Algonquian and English remained friendly and mutually beneficial via trade; however, by 1609, hostilities grew between the American Indians and English. Injured in a gunpowder explosion, Captain John Smith was forced to return to England, subsequently eroding existing relations.

In 1613, Pocahontas was initially taken as captive of an English settlement in the Jamestown community; enjoying relative freedom within the community, Pocahontas began studying Christianity and formed a friendship—and later romance—with the tobacco pioneer John Rolfe. With Powhatan's consent, and following her baptism and adopting of the English Christian name Rebecca, Rolfe and Pocahontas married. A general peace and a spirit of goodwill between the English and the Indians resulted from this marriage.

In 1616, Rolfe, Pocahontas, and their son Thomas returned to London to much fan-fare as Pocahontas' arrival generated a fire-storm of interest. She was presented to King James I and even reunited with her friend John Smith, whom of which she believed to be dead. In 1617 the Rolfe family returned to Jamestown; however, Pocahontas did not survive the journey, dying of pneumonia or tuberculosis.

Historians widely credit Pocahontas for not only serving as a representative of the Virginia Indians, but also as a vital link between the American Indians and the Englishmen. Without her courage and friendship, many believe Jamestown would have suffered much more greatly, perhaps even the same fate as the doomed Roanoke colony.

Comparison/Evaluation:

Overall, the relationship between Smith and Pocahontas in the Disney film is fairly accurate as she does save Smith from execution, although truly this was more of an act of ceremony than an actual threat to his life. And though they do develop a strong friendship that helped bring peace and prosperity to the Jamestown colony, Smith and Pocahontas never fall in love or marry, as depicted in the sequel. Whereas Pocahontas was only 12 years old when the English arrived and therefore the physical portrayal of Pocahontas is quite exaggerated in the film, the depiction of Jamestown, the gold fever, and rivalries are fairly on target thereby providing audiences an accurate visual of colonial life.

Considering Pocahontas is an animated Disney film, the storyline is well done: the animation and music are appealing and "kid" friendly, the love story is believable and strong, and the history is worthwhile for audiences to learn from.

Citations:

IMDb. IMDb.com. Web. 11 May 2012. <<http://www.imdb.com/>>.

"Pocahontas." Jamestown Rediscovery. Preservation Virginia. Web. 11 May 2012.