

AP UNITED STATES HISTORY SUMMER ASSIGNMENT, 2014-2015

Reports due & reading quizzes administered:

Friday, September 5, 2014

You will read *1776* by David McCullough and view each of the five (5) movies specified on page 2.

1. For one film, you will submit a 2-3 page report.
2. You will submit a 3-5 page report (double spaced, times new roman font, size 12) on the book (see directions on page 3)
3. You will take an objective question test on both the book and all 5 movies (*September 5th*).

I. General Guidelines for Film Report

1. Length: 2-4 pages: All work must be **HAND-WRITTEN** in a legible format. You must use black or blue ink.
2. Cover Page: Include the following data:
 - Name, class, and date.
 - For books: Title, author, publisher, date published. Date and place of publication. (*Original* date of publication must be included)
 - For movies: Title, author, director, production company (“Touchstone”, “Miramax”, etc.), date.
3. Assignment Value: Each report will be counted as two full exams. Please note that since these reports are being written in English, I will expect standard and correct grammar, punctuation, etc.. Presentation does count.
 - a. The reading quizzes will count for another full test

II. Format of the Film Report

1. Present a brief summary of the movie. (½ page)
2. Explain how the book/movie reflected the period of history in which it takes place—for example, what did you learn about transportation, dress, social manners and rules, food, education, economic opportunities, prejudice, etc. (½ - 1 page)
3. Imagine you are a MINOR character in the book/movie, reacting to the major character, or person, in the book/movie. How did you feel about the major character person, and why? (½ page) Do **NOT** write from the perspective of a generic minor character; pick a minor character who actually appears in the book or film and discuss the main character as that minor character sees him or her. In other words, try to “get inside the head” of a specific minor character as you describe a main character. First person is not required, but **STRONGLY SUGGESTED** – it’s much easier.
4. Describe a critical decision made in the book/movie, and the circumstances in which it was made. What would you have advised the person to do, and how would it have changed the outcome of the story/person’s life? (½ page)
5. Present your evaluation of the book/movie, citing specific details and reasons for your evaluation. (½ - 1 page)

III. Rationale - Why These Particular Works

The following films are classic pieces of American culture that few young people have seen. These may or may not be “the best” or “the most important” films in American history and literature, but they are works which instruct and inform— works which no literate, educated American should miss. All five films will be referred to specifically in class at various times during the year. (Several other “significant” works have been or will be covered in English class.)

1776: "David McCullough tells the story of those who marched with General George Washington in the year of the Declaration of Independence - when the whole American cause was riding on their success, without which all hope for independence would have been dashed and the noble ideals of the Declaration would have amounted to little more than words on paper."

Book (nonfiction) – Read the entire book. [Report will consist of six (6) sets of questions; see below.]

- David McCullough 1776 (Copyright 2005)

Movies – Watch all 5 films.

(Available @ Peninsula Library, Hewlett Library Netflix, youtube –in parts - etc.)

- "Gone with the Wind" (1939: Clark Gable, Vivian Leigh, et. al)
- "A Tree Grows In Brooklyn" (1945: PeggyAnn Garner, James Dunn, et. al)
- "It's a Wonderful Life" (1946: James Stewart, Donna Reed, et. al)
- "Mr. Smith Goes to Washington" (1939: James Stewart, Jean Arthur, et. al)
- "The Best Years of Our Lives" (1946: Frederic March, Myrna Loy, et. al)

Enjoy your summer!! *(Really, these are wonderful, interesting works.)*

Any questions, contact us via email.

Regards,

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Read *1776* by David McCullough. In a coherent essay, answer six of the following ten set of questions. At the end of the essay (after the conclusion) complete number 11.

Include answers to 6 of the following 10 in your essay

1. Did this book alter your opinion of George Washington? What about King George III?
2. Why do you think that McCullough chooses to begin *1776* with King George III of England? How does this set the tone for the historical events about to unfold?
3. What qualities made General George Washington a successful leader? Do you think that there was anything in particular about Washington that enabled him to turn a lost cause into a victory?
4. Do you think the war could have been won if George Washington had not led the Colonies?
5. There was a lot of regional prejudice in the Continental Army. Are any of those feelings still with us today?
6. What was the effect of the Declaration of Independence on the army?
7. Were you surprised by anything that you learned from this book?
8. Can you relate this book to specific current events and world conflicts that have occurred in the last twenty-five years?
9. Did the untrained, impromptu existence of the Colonial army give it any advantages over the British? What kind of insight into the military experience does the wealth of letters and other first hand sources cited by McCullough provide?
10. What kind of men were Nathanael Green and Henry Knox? What was their role in the success of the military? Why do you think Washington depended on these two untrained men above others and despite his distaste for New Englanders?

Must be included at the end of your essay

11. Write three of your own questions to ask students about this work. Answer one of those questions.