U.S. History in Film

Potential Film Permission List

The true history of America contains stories of innovation, triumph, leadership, and courage; it is also marred with stories of war, slavery, deceit, and overall treachery. Thus, some of the films that will be shown this year may contain violent scenes in order to portray an accurate picture of a historical event. Please look over the potential films that could be shown during this course, and sign the permission-to-view form and return with your student. If you have any questions or concerns, please feel free to email me at [mckeek@fultonschools.org](mailto:mckeek@fultonschools.org)

Colonial America through the Present: America: The Story of Us (2010) miniseries Various A&E Biographies Various National Geographic Biographies

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| **Name of Movie** | **Rating** | **Topic in American History** | **Georgia Performance Standards Addressed** |
| Pocahontas | G | Colonization | SSUSH1 The student will describe European settlement in North America during the 17th century. a. Explain Virginia’s development; include the Virginia Company, tobacco cultivation, relationships with Native Americans such as Powhatan, development of the House of Burgesses, Bacon’s Rebellion, and the development of slavery. |
| The Last of the Mohicans | R (violence) | French and Indian War | SSUSH3 The student will explain the primary causes of the American Revolution.  a. Explain how the end of Anglo-French imperial competition as seen in the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution. |
| The Patriot | R (war violence) | American Revolution | SSUSH3 The student will explain the primary causes of the American Revolution.  SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution. |
| 12 Years a Slave | R for violence/cruelty, some nudity and brief sexuality | Slavery | SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.  a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters). |
| The Revenant | R (violence) | Westward Expansion | SSUSH7 Students will explain the process of economic growth, its regional and national impact in the first half of the 19th century, and the different responses to it. a. Explain the impact of the Industrial Revolution as seen in Eli Whitney’s invention of the cotton gin and his development of interchangeable parts for muskets. b. Describe the westward growth of the United States; include the emerging concept of Manifest Destiny |
| Lincoln | PG-13 | 13th Amendment and Civil War | SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.  b. Describe President Lincoln’s efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus. |
| Tombstone | R (violence) | The American West | SSUSH12 The student will analyze important consequences of American industrial growth.  c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee. |
| 3:10 to Yuma | R (violence and language) | The American West | SSUSH11 The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction. a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business. b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor. |
| The Untouchables | R (violence) | Prohibition in America | SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.  d. Describe passage of the Eighteenth Amendment, establishing Prohibition |
| The Aviator | PG-13 | A biopic depicting the early years of legendary director and aviator Howard Hughes' career, from the late 1920s to the mid-1940s. | SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government. |
| Race | PG-13 | Race relations Pre-WWII | SSUSH16 The student will identify key developments in the aftermath of WW I. d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.  SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government. a. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response. |
| Saving Private Ryan | R (war violence) | WWII | SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.  c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin. |
| Letters From Iwo Jima | R (war violence) | WWII | SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.  b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans.  c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.  f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops. |
| A League of Their Own | PG | WWII | SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.  d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries. |
| The Best Years of Our Lives | NR | WWII | SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.  d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries. |
| Ghosts of Mississippi | PG-13 | Civil Rights | SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.  c. Explain Brown v. Board of Education and efforts to resist the decision.  e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. |
| Mississippi Burning | R (racial language and violence) | Civil Rights | SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.  c. Explain Brown v. Board of Education and efforts to resist the decision.  e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. |
| 42 | PG-13 | Civil Rights | SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.   1. Identify Jackie Robinson and the integration of baseball. |
| Ray | PG-13 | Civil Rights and Rock and Roll  (Biography) | SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.  SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.  a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition. |
| Selma | PG-13 | Civil Rights | SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.  e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. |
| Charlie Wilson’s War | R (language and sexual content) | American involvement in Middle East | SSUSH25 The student will describe changes in national politics since 1968. d. Describe domestic and international events of Ronald Reagan’s presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union |
| Argo | R (language and violence) | Iran Hostage Crisis | SSUSH25 The student will describe changes in national politics since 1968. c. Explain the Carter administration’s efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis. d. Describe domestic and international events of Ronald Reagan’s presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union. |
| 41 | NR-documentary | Presidency and Life of George W. Bush | SSUSH25 The student will describe changes in national politics since 1968.  d. Describe domestic and international events of Ronald Reagan’s presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union. |
| Manhunt | NR-documentary | Search for Bin Laden  (HBO Documentary) | SSUSH25 The student will describe changes in national politics since 1968.  g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq |
| United 93 | R (violence and language) | September 11th 2001 | SSUSH25 The student will describe changes in national politics since 1968. g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq. |
| Taking Chance | NR (HBO movie) | Soldier who died in Afghanistan  (based on true story) | SSUSH25 The student will describe changes in national politics since 1968.  g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq. |
| The Martian | PG-13 | Space Race, Technology | SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975. SSUSH25 The student will describe changes in national politics since 1968. |
| Ender’s Game | PG-13 | Terrorism | SSUSH25 The student will describe changes in national politics since 1968  g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq. |
| Gangs of New York | R (Violence and language) | Civil War & Immigration | SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War. |
| The Godfather | R (Violence and language) | Post WWII | SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government. |
| Fury | R (Violence and language) | WWII | SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government. |
| Unbroken | R (Violence and language) | WWII | SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government. |
| Loving | PG-13 | Civil Rights | SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970. |
| The Help | PG-13 | Civil Rights | SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970. |

Print Student Name here\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As the parent/guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I have read and understand the syllabus, and the requirements for this class. I have looked over the “Potential Film Permission List”, and give permission to my child to view any of the listed movies.

Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_