

<b>COURSE TITLE:</b>	<b>COLONIAL &amp; REVOLUTIONARY AMERICA: Film, Literature &amp; Classroom Resources</b>	<b>WA CLOCK HRS:</b>	<b>60</b>
		<b>OREGON PDUs:</b>	<b>60</b>
		<b>PENNSYLVANIA ACT 48:</b>	<b>60</b>
<b>NO. OF CREDITS:</b>	<b>6 QUARTER CREDITS</b> [semester equivalent = 4.00 credits]		
<b>INSTRUCTOR:</b>	<b>Eric Low</b> ericlow11@hotmail.com		

### **COURSE DESCRIPTION:**

One of the essential components in Language Arts, Social Studies, and Reading is the study of the human experience. In this course you will examine key people, places and events during the American Colonial and Revolutionary period. This topic fascinates us and there are ample film, literature, and classroom resources to help communicate the scope and importance to our students.

This course also provides video, literature and classroom resource ideas for teachers preparing for major themes of the American Revolution and Colonial Life that can actively engage students around many of the major themes and events of this time period. Choose books and videos such as Johnny Tremain, My Brother Sam is Dead, John Adams, 1776, Last of the Mohicans, 1776 the Musical, The Scarlet Letter, etc. Many of these films are available at local libraries, from NetFlix, in video stores for purchase, and ESDs. You will choose 8 videos and 2 novels to view and write a unit plan on how you'll use some of these in your teaching situation. In addition to film and literature, this course will also provide classroom resources on both Colonial and Revolutionary America such as websites that offer interactive maps, lesson plans, art, music, reenactment videos, lectures from leading scholars, etc.

This course will provide curriculum ideas for Language Arts, Social Studies, and Reading teachers of grades K-12 that meet state standards.

If you choose NetFlix, a three-month subscription is about \$30. (NetFlix also has an online video capability with the right operating system.) You will need to have access to both a DVD player and a VHS video player to enjoy the full range of media choices.

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

Upon completion of this course, participants will:

1. Have a broader knowledge of classroom resources on Colonial America and the American Revolution
2. Develop greater skill in using videos, literature, and selected resources for teaching purposes.
3. Develop a plan for a comprehensive teaching unit for the Colonial and Revolutionary themes that apply to their teaching.

Apply extended reading and research on Colonial and Revolutionary issues to lesson plans, if the credit option is chosen.

### **COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

### **HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

### **UNIVERSITY QUARTER CREDIT INFORMATION**

#### **REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

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### **CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

### **ADDITIONAL COURSE INFORMATION**

#### **REQUIRED TEXT**

• After determining your assignment choices, you may select books from among the following options: Please see list of books under Assignment #3 and #4. • Cost of materials vary and can be found online at [books.google.com](http://books.google.com) or [amazon.com](http://amazon.com).

None. All reading is online.

#### **MATERIALS FEE**

None.

### **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

#### **A. INFORMATION ACQUISITION**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

#### **Assignment #1: Introduction**

Please write a 1-2 page response to the following questions and post in the online response box:

- a) Why did you choose this course?
- b) What kinds of themes and subjects are you looking for in film?

#### **Assignment #2: COURSE FORUM**

Refer to the bibliography, which you can download to your desktop as a MS Word file. In this assignment you will review film resources and pick the eight films you would like to view which best fit your teaching needs. From your list of eight films, two of the films you will need to select need to be a focus on an individual such as George Washington or John Adams. Two more films need to be documentary in nature and focus on the major themes of the Revolution. The remaining four films will be of your choosing from the remaining list and/or selections of your choosing as they relate to this time period. I have made a list of films, which I personally think are good and all are available from NetFlix. Many of these are also available in local libraries or ESDs. Since there are many videos about the Colonial and Revolutionary time period, you may select others that are not listed in this bibliography with prior approval of the instructor. Keep in mind that you will want to have use of a DVD player and have VHS viewing capability as well. Then once you've reviewed these sites and made your selections, in the online response box indicate your eight selections and briefly state what film sources you found most suitable. . Feel free to respond to any other postings from educators who are also taking this course.

**Assignment #3:**

a) For this assignment we will be looking at the historical setting of the American Revolution and Colonial Life through non-fiction literature. You will need to select one (1) of the following books to read or other titles of your own choice, with the instructor's prior approval. Most of these books can be found at local libraries or for purchase at Amazon.com or another book outlet. Some of these books can be found on Google Books at <http://books.google.com>:

Recommended for teachers of grades 7-12

1776 by David McCullough

John Adams by David McCullough

The Human Tradition in Colonial America by Ian Kenneth Steele, Nancy Lee Rhoden

Recommended for teachers 1st-6th

The American Revolution for Kids: A History with 21 Activities by Janis Herbert

George Washington for Kids: His Life and Times with 21 Activities by Brandon Marie Miller

The Human Tradition in Colonial America by Ian Kenneth Steele, Nancy Lee Rhoden

OR — A different book with instructors' prior approval.

b) While reading your selected book, create a timeline of key people, places, and events and post this time-line in the online box provided. You could create this as a Power Point presentation (use the "Share a File" option in the online environment) for usage in your classroom teaching that could include images of key people and places.

c) Referring back to your list of 8 film choices, you will now view the 2 documentary films which pertain to the themes from this time period, making notes of the points made in the films that are relevant to what you want to convey to students. Include details that represent both the colonists' point of view and the British point of view. In the online response box indicate what films you saw and discuss at least two key points for each opposing perspective.

d) Using Bloom's taxonomy, create 4-6 authentic questions that would engage students in deeper thinking about the colonists' idea of individual freedom as it might relate to the information presented in the films and book from this assignment. Post your questions in the online response box.

**Assignment #4:**

a) For this assignment we will be looking at the historical setting of the American Revolution and Colonial Life through fictional literature. You will need to select one (1) of the following books to read or other titles of your own choice, with the instructor's prior approval. Most of these books can be found at local libraries or for purchase at Amazon.com or another book outlet. Some of these books can be found on Google Books at <http://books.google.com> :

Historical Fiction

Johnny Tremain by Lynd Ward

My Brother Sam is Dead by Christopher Collier

Sarah Bishop (Point) by Scott O'Dell

Last of the Mohicans by James Fenimore Cooper

Early Thunder by Jean Fritz

Rise to Rebellion by Jeff Shaara

Early Reader Books for Elementary

Ben and Me: A New and Astonishing Life of Benjamin Franklin as Written by his Good Mouse Amos by Robert Lawson

Revolutionary War on Wednesday by Mary Pope Osborne

OR — A different book with instructors' prior approval

- b) These books focus on an individual's experience during this time period. While reading your selected book, create a biographical sketch of one key character. The biographical sketch should include such details as age, appearance, interests, location, and primary role during this time period. Then, from the character's perspective, answer the following question in a 100 word theory—How Revolutionary was the American Revolution? Post these responses in the online box provided.
- c) Again referring back to your selection of 8 films, you will now view the two videos that focus on specific individuals such as Washington, Adams, Franklin, etc. As in the above assignment, create a biographical sketch of one key character and post this in the online box provided. The biographical sketch should include such details as age, appearance, interests, location, and primary role during this time period. Then again, from the character's perspective, answer the following question in a 100 word theory—How effective was the leadership of this character during the Revolution? Post these responses in the online box provided.

#### **Assignment #5:**

- a) Referring back to your list of 8 films, you will now view the four remaining films on your list. Then in a 2-page review indicate which films you viewed and narrate a couple of vignettes that inspired you as a teacher. Describe in general terms how you plan to use any of the strategies and techniques in your teaching. Indicate grade level and content area/ theme.
- b) Post this review to the online response box and indicate the films you viewed.

#### **Assignment #6: COURSE FORUM**

Describe in general terms how you plan to use any of the films viewed in your teaching. Give emphasis to as many different points of view in regard to this time frame (i.e. British officer, Colonial officer, children, women, African Americans, farmers, businessmen, politicians, etc). Indicate your grade level and the course or theme you are teaching. Review the pages below on effective ways for asking questions and make a list of "rich" (ie. engaging) questions you would pose to your students given the films you would choose to show. Feel free to respond to any other postings from educators who are also taking this course.

Right (and Wrong) Way to Ask Questions in the Classroom

<http://www.edutopia.org/asking-students-good-questions>

Confessions of a Reluctant Teacher

Never Ask Students a Question you Already Know the Answer to

<http://cgrempore.wordpress.com/2009/08/05/never-ask-students-a-question-you-already-know-the-answer-to/>

#### **Assignment #7: COURSE FORUM**

For this assignment you will be examining a number of websites that offer interactive material, video lectures, video demonstrations, and example lesson plans that you can use for your teaching situation.

Spend some time reading and exploring all of the websites. These websites are found in the bibliography section of this document. Select five (5) of the websites and in 3-4 pages submit a review, posting your responses in the online box provided, which details the following:

How information on the websites could be accessed directly by students to supplement a lesson on this subject.

How teachers could use the websites to gain additional material not on the videos.

Specific elements which you found helpful and interesting.

Your overall impression of the websites.

Feel free to respond to any other postings from educators who are also taking this course.

#### **ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT**

## **B. LEARNING APPLICATION**

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

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### **Assignment #8:**

#### **B. LEARNING APPLICATION**

(Required for 400 and 500 Level)

In this section you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you are not teaching in a classroom, please contact the instructor for course modifications. If you are a classroom teacher and start or need to complete this course during the summer, please try to apply your ideas when possible with youth from your neighborhood, at a local public library or parks department facility, (they will often be glad to sponsor community-based learning), or with students in another teacher's summer classroom in session.

### **Assignment #8:**

In assignment #2 through #7 you have examined a variety of resources on Colonial and Revolutionary America. From this material develop a unit of 4-6 lessons you can implement with your students. Incorporate as many points of view from this time period in order to give your students a complete perspective of this topic. Your unit should contain the three resources you examined earlier in this course: non-fiction text, fictional book, and web resources.

Your unit should include:

- Description of lessons
- Expected student outcomes
- Activities
- Sequence of activities
- Method of assessment
- Follow-up learning

Describe any suggested texts or other reading students will do. You may also replace the above outline with your school or district's own lesson plan format, if there is one, or use the [Lesson Plan Template](#) that is provided. You may include slide shows, art, music, period costumes, etc.

### **Assignment #9:**

Execute the lesson from assignment #8 and provide a summary of the student's assessment of the lesson. Include your post-lesson thoughts on the presentation and student performance.

### **Assignment #10:**

#### **500 LEVEL ASSIGNMENT:**

Assignment #10: (500 Level only)

In addition to the 400 level assignments, complete one of the following:

Option A) In each of the resources you have studied for this course, both the Colonial and British points of view on this time period have been represented. For this assignment, and using the information that you have reviewed, discuss in a 2-3 page paper how you would best present the perspectives of both sides of the Revolution (Colonists and British) to your students via your specific lessons. Include activities that you might use to communicate each point of view and describe how you would allow your students to draw their own

conclusions about independence. Post this lesson plan in the online box provided.

OR

Option B) Another assignment of your own choice with the instructor's prior approval. Examples might be: a slide show from the classroom resource web sites, lesson in which the class will be baking food from this time period, developing a fictional play on an important topic from this period, etc.

### **C. INTEGRATION PAPER**

Assignment #11: (Required for 400 and 500 Level)

#### **SELF REFLECTION & INTEGRATION PAPER**

**(Please do not write this paper until you've completed all of your other assignments)**

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
  2. What aspects of the course were most helpful and why?
  3. What further knowledge and skills in this general area do you feel you need?
  4. How, when and where will you use what you have learned?
  5. How and with what other school or community members might you share what you learned?
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#### **INSTRUCTOR COMMENTS ON YOUR WORK:**

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

#### **QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Eric Low, M.A.** has been a teacher and coach in the state of Washington since 1992. He has lived, taught, and studied in Southwest Washington since 1995. Eric has a Master's degree in history from Eastern Washington University with an emphasis in America's West and has been an active researcher of Washington State history for 20+ years. Eric currently teaches history at Winlock High School and serves as a Lead Teacher for ESD 112s "Constitutional Connections" American History grant, a 3 year program that has worked to utilize and develop Social Studies Common Core and CBAs in the classroom.

#### **BIBLIOGRAPHY**

##### **COLONIAL & REVOLUTIONARY AMERICA: Film, Literature & Classroom Resources**

Colonial & Revolutionary America

Bibliography

Novels, VHS & DVD Resources

#### **NOVELS**

Many of the following can be found in local libraries, ESD libraries, in Google Books, or for purchase.

Books Recommended for teachers of grades 7-12

Cooper, James Fenimore. Last of the Mohicans, Signet Classics (July 5, 2005).

The classic tale of Hawkeye—Natty Bumppo—the frontier scout who turned his back on "civilization," and his friendship with a Mohican warrior as they escort two sisters through the dangerous wilderness of Indian country in frontier America.

McCullough, David. 1776, Simon & Schuster, First Printing edition (May 24, 2005).

Esteemed historian David McCullough covers the military side of the momentous year of 1776 with characteristic insight and a gripping narrative, adding new scholarship and a fresh perspective to the beginning of the American Revolution. He also effectively explores the importance of motivation and troop morale--a tie was as good as a win to the Americans, while anything short of overwhelming victory was disheartening to the British, who expected a swift end to the war.

McCullough, David. John Adams, Simon & Schuster (January 29, 2008).

Adams--who, David McCullough writes, was "not a man of the world" and not fond of politics--came to greatness as the second president of the United States, and one of the most distinguished of a generation of revolutionary leaders.

Shaara, Jeff. Rise to Rebellion, Ballantine Books (June 29, 2004).

The first of two projected novels on the American Revolution, Rebellion takes the reader from the Boston Massacre to the signing of the Declaration of Independence.

Steele, Ian Kenneth. The Human Tradition in Colonial America, SR Books (April 1, 1999).

The Human Tradition in Colonial America is an entertaining as well as an enlightening book that brings the colonial period to life through the stories of the colorful participants who helped mold the British dependency that would eventually become the United States.

#### Books recommended for teachers of grades 1st-6th

Collier, Christopher. My Brother Sam is Dead, Scholastic Paperbacks (June 1, 2005).

All his life, Tim Meeker has looked up to his brother Sam. Sam's smart and brave -- and is now a part of the American Revolution. Not everyone in town wants to be a part of the rebellion. Most are supporters of the British -- including Tim and Sam's father. With the war soon raging, Tim knows he'll have to make a choice -- between the Revolutionaries and the Redcoats . . . and between his brother and his father.

Forbes, Esther. Johnny Tremain, Laurel Leaf (January 1, 1969).

Johnny Tremain is an exciting historical fiction novel that takes place in Boston during Revolutionary war times. It is about a young silversmith apprentice, Johnny, who meets up with people we now call heroes (John Hancock, Sam Adams, and John Adams).

Fritz, Jean. Early Thunder, Puffin (October 1, 1987).

Events rapidly transpiring in Salem, Massachusetts in 1774-1775 force 14-year-old Daniel West to re-examine his loyalties, and finally, to change from Tory to Whig.

Herbert, Janis. The American Revolution for Kids: A History with 21 Activities, Chicago Review Press, 1st edition (September 1, 2002). Grades 5-8. In a series of brief articles, this appealing book traces the colonists' struggle for independence beginning with initial rebellions against taxation by George III and concluding with the Continental Congress' ratification of the Constitution. Copious photos and biographical sidebars add dimension to the chronologically recorded events. Besides highlighting major historical figures, the biographical entries supply information about groups of unsung heroes, including women, blacks, and frontier warriors. The 21 projects give young people a hands-on view of colonial life. Time line, a glossary, annotated biographical lists, and a list of Web sites are among appended materials.

Lawson, Robert. Ben and Me: A New and Astonishing Life of Benjamin Franklin as Written by His Good Mouse Amos, Little, Brown Books for Young Readers (April 30, 1988).

In A New and Astonishing Life Of Benjamin Franklin As Written by His Good Mouse AMOS, young readers will discover that while the good Mr. Franklin got considerable credit, many of his most important contributions really originated with Amos, a less-than-humble rodent. (For ages 10 and up with a sense of humor).

Miller, Brandon. George Washington for Kids: His Life and Times with 21 Activities, Chicago Review Press, 1st edition (April 1, 2007).

Although most children's biographies of Washington convey the facts of his life as a youth, a military man, and a public servant, this book offers a well-written account of those topics, spiced with many details providing insight into his personality. The 21 activities are varied, with choices such as "Play a Game of Whist," "Tie a Cravat," and "Cast a Plaster Life Mask." Illustrated mainly with reproductions of paintings and prints, the volume concludes with a glossary and lists of books and Web sites.

O'Dell, Scott. Sarah Bishop (Point), Scholastic Paperbacks, Revised edition (March 1, 1991).

Fifteen-year-old Sarah lives on a little Long Island farm at the outbreak of the War for Independence. Her brother defies his Tory father and leaves to join the patriot army. Soon her father dies for his Tory sentiments. Finding herself a homeless orphan, Sarah goes to the crowded young city of New York.

Osborne, Mary Pope. Revolutionary War on Wednesday, Random House Books for Young Readers, illustrated edition (September 26, 2000).

The Magic Tree House whisks Jack and Annie back to Colonial America. They arrive just as General George Washington is planning the crossing of the Delaware. Before they know it, they are in a boat with the Father of Our Country making history!

Web sites to be reviewed

<http://maass.nyu.edu/resources/r1/index.html>

[http://www.kidinfo.com/american\\_history/american\\_revolution.html](http://www.kidinfo.com/american_history/american_revolution.html)

<http://www.teacheroz.com/colonies.htm>

[http://www.nps.gov/revwar/educational\\_resources/teachers.html](http://www.nps.gov/revwar/educational_resources/teachers.html)

<http://www.earlyamerica.com/music/>

<http://www.americanrevolution.org/artmain.html>

<http://videos.howstuffworks.com/hsw/13210-colonial-america-colonial-life-video.htm>

[http://www.gilderlehrman.org/collection/battlelines/index\\_good.html](http://www.gilderlehrman.org/collection/battlelines/index_good.html)

[http://www.gilderlehrman.org/institute/era\\_founding.php](http://www.gilderlehrman.org/institute/era_founding.php)

## VHS & DVD Resources

### Educational Service District

Many ESDs have Colonial and Revolutionary America videos available for use at your school. Check selections.

### Local Library Systems

Many local library systems have Colonial and Revolutionary America videos available for use at your school.

### NetFlix

<http://www.NetFlix.com/>

NetFlix is an online DVD site where you can order many commercial and documentary movies that are mailed to you. A monthly subscription costs about \$9, and you receive one DVD at a time. As soon as you have seen it, return the DVD and you are supplied a second choice. If you choose NetFlix, they have a documentary section (upper right under favorite genres on the home page) and all the films listed and described below are all available from NetFlix. If you work quickly, it would be possible to view all the movies easily in two months or less.

### DVDs from NetFlix—select 8 videos

#### 1776 The Musical

Peter Stone's Pulitzer Prize-winning musical (starring much of the original Broadway cast) about the internecine congressional squabbling that led to the signing of the Declaration of Independence makes a glorious transition to the big screen. William Daniels is John Adams, Ken Howard is a statuesque Thomas Jefferson, and Howard Da Silva is hilarious as wit-cracker Ben Franklin. A very funny -- and poignant -- history lesson with a great score.

#### The Crucible

Playwright Arthur Miller's parable of the 1950s anti-communist crusade (thinly veiled here as the Salem, Mass., witch trials of 1692) receives lush treatment in this 1996 film adaptation. After being spurned by her married lover (Daniel Day-Lewis), young Abigail Williams (Winona Ryder) stirs up a frenzy of hysteria and fear with accusations of witchcraft. Paul Scofield (who won a BAFTA Award) and Joan Allen turn in strong supporting performances.

#### George Washington: American Revolutionary

George Washington was forced into early adulthood at age 11, when his father died. The future father of his country trained as a surveyor, but longed to follow his half-brother's footsteps and join a British regiment. Via brilliant commentary and extensive archival material, this authoritative portrait traces Washington's life and career, concentrating on the 10 days in 1776 when his inspired leadership turned the tide of the Revolutionary War.

#### George Washington: Founding Father

From his youth of privilege to his inauguration as the nation's first president, explore George Washington's remarkable life in this compelling portrait of a man who first distinguished himself in the British forces before creating the army that would ultimately defeat them. This film is a stirring look at the American hero who remains, in the words of Henry Lee: "First in war, first in peace, first in the hearts of his countrymen."

#### George Washington's First War: The Battles for Fort Duquesne

In the early years of the French and Indian War, a young, hot-tempered colonel named George Washington is chosen by the leaders of

Virginia to defend Fort Duquesne from a guerilla alliance of French and Native American fighters. Under the tutelage of British Maj. Gen. John Forbes and Swiss deputy Col. Henry Bouquet, Washington hones the legendary military acumen that would later forge a new country, as evidenced in this absorbing documentary.

#### The History Channel Presents: The American Revolution

Kelsey Grammer ("Frasier") and Michael Learned ("The Waltons") lend their voices to this comprehensive chronicle of the American Revolution. Actors read the words of important figures, battle reenactments depict Bunker Hill and other skirmishes, and events from Benedict Arnold's treasonous acts to the signing of the Declaration of Independence are told through period images, rare archival material and commentary by renowned historians.

#### John Adams

Paul Giamatti shines in the title role of this epic Emmy and Golden Globe winner that recounts the life of founding father John Adams as revolutionary leader, America's first ambassador to England, the first vice president and the second president. The iconic cast of characters includes Abigail Adams (Laura Linney), George Washington (David Morse), Thomas Jefferson (Stephen Dillane) and Benjamin Franklin (Tom Wilkinson).

#### Johnny Tremain

When an injury bars him from pursuing his trade, Revolutionary War-era silversmith's apprentice Johnny Tremain (Hal Stalmaster) finds a new life in the ranks of the Sons of Liberty army, taking part in the Boston Tea Party and Paul Revere's legendary ride. Based on the novel by Esther Forbes, this Disney classic was originally crafted for "Walt Disney Presents" in two segments, which have been blended into a single film for viewing.

#### The Last of the Mohicans

When rugged frontiersman Hawkeye (Daniel Day-Lewis) saves the Munro sisters -- two newly arrived English settlers -- from a Huron ambush, he ends up in the midst of the battle between the British and the French for control of the American colonies. Director Michael Mann's first-rate production also stars Madeleine Stowe as the Munro sister who wins Hawkeye's heart, and Wes Studi as the Huron warrior who has a score to settle with her father.

#### Liberty! The American Revolution

This PBS production showcases the events that led up to the American War for Independence, in comprehensive and sequential order. The documentary combines narration, reenactments of events, interviews with academics and historians, actors' dramatic readings of letters and diaries written at the time and much more. No stone is left unturned, as everything from the Boston Tea Party to the approval of the U.S. Constitution is explored.

#### The New World

Set in 1607 at the founding of the Jamestown Settlement, Terrence Malick's epic adventure chronicles the extraordinary actions of explorer John Smith (Colin Farrell) and Native American princess Pocahontas (Q'orianka Kilcher). As English settlers and Native Americans clash, Smith and Pocahontas find their worlds colliding and their hearts entwined, but ancestral loyalty may tear them apart. Christian Bale and Christopher Plummer co-star.

#### The Patriot

Widower Benjamin Martin (Mel Gibson) wants nothing more than to live in peace and farm his land, but when a cruel British officer (Jason Isaacs) brings the American Revolution to Martin's door and threatens what he cherishes most, the former war hero is forced to take action. With the help of his son (Heath Ledger), Martin becomes a feared militia leader. But before he can defeat the British, he must win a battle within himself.

#### The Scarlet Letter

This striking adaptation of Nathaniel Hawthorne's classic novel originally aired on Boston's WGBH television station. A young woman (Meg Foster) is condemned to wear a scarlet A on her breast for the sin of adultery, earning the ridicule and condemnation of the Puritan townsfolk who are her neighbors. Kevin Conway and John Heard co-star in this passionate, dramatic epic of love, honor and, ultimately, what it is to be human.

#### You Are There: The American Revolution and George Washington

Newsman Walter Cronkite's stentorian pronouncement "You are there" -- a witness to history's greatest moments -- greeted viewers of this popular television series that ran from 1953-1957. Hosted by journalists such as Mike Wallace and Charles Collingwood, the show investigated famous historical events as though they were breaking news. This episode depicts the crucible of the American Revolution and how it helped define George Washington.

OR, you may choose a different video with the instructor's prior approval.