
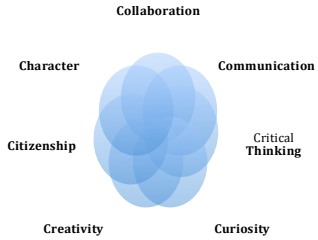


Content Area: Social Studies	Course: History Through Film	Grade Level: 10-12
	<b>R14 The Seven Cs of Learning</b> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> <li>Intro to Film</li> </ul>	<ul style="list-style-type: none"> <li>1 - 2 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Historical Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>4 - 5 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Ethical Considerations</li> </ul>	<ul style="list-style-type: none"> <li>4 - 5 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Film as a Social Lens</li> </ul>	<ul style="list-style-type: none"> <li>3 - 4 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>Film &amp; Politics</li> </ul>	<ul style="list-style-type: none"> <li>4 - 5 weeks</li> </ul>	



Strands	Course Level Expectations
<b>Civics</b>	<ul style="list-style-type: none"> <li>• Understand how a question reflects an enduring issue in the field and in the community.</li> <li>• Analyze how historical contexts shaped and continue to shape people’s perspectives.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</li> <li>• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> <li>• Understand how economic forces impacted particular groups of people over time.</li> <li>• Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Understand how geography affected the lives of people in America.</li> </ul>

<b>Unit Title</b>	<b>Intro to Film</b>	<b>Length of Unit</b>	<b>1 - 2 weeks</b>
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	What is the purpose of film?
<b>Standards</b>	<b>Developing Questions and Planning Inquiry</b> <b>INQ 9-12.1 INQ 9-12.5</b> <b>Communicating Conclusions and Taking Informed Action</b> <b>INQ 9-12.12</b> <b>Historical Sources and Evidence</b> <b>HIST 9-12.11</b>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>● History of Film: Medium Development</li> <li>● Elements of Film: Music, Cinematography, Sound, Color</li> <li>● Primary v Secondary Films</li> <li>● Character Film</li> </ul>
<b>Key Vocabulary</b>	Frame, Shot, Scene, Antagonist, Protagonist, Genres, Cinematography, Director, Producer, Plot Climax

Standards based on Connecticut Elementary and Secondary Social Studies Framework

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

<b>Unit Title</b>	<b>Intro to Film</b>	<b>Length of Unit</b>	1 - 2 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>		<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• different mediums that were historically used to make movies</li> <li>• different elements of film such as music, sound, and color usage</li> <li>• roles associated with movie production</li> <li>• the difference between primary and secondary films</li> <li>• how film was invented</li> </ul>		<ul style="list-style-type: none"> <li>• Explain how a question reflects an enduring issue in the field.</li> <li>• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available and the potential uses of the sources.</li> <li>• Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies</li> <li>• Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience and purpose.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Performance Task: Film Elements Analysis</li> <li>• Soundtrack Reflection</li> <li>• Movie Reflection</li> </ul>
<b>Teacher Resources:</b>	Potential Movies: Caught in the Rain (1914), Gold Rush (1925)

<b>Unit Title</b>	<b>Historical Accuracy</b>	<b>Length of Unit</b>	4 - 5 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>Is film a legitimate historical source?</li> </ul>
<b>Standards</b>	<b>Developing Questions and Planning Inquiry</b> <b>INQ 9 - 12.2 INQ 9 - 12.3 INQ 9 - 12.4</b> <b>Evaluating Sources and Using Evidence</b> <b>INQ 9 - 12.7 INQ 9 - 12.8</b> <b>Change, Continuity, and Context</b> <b>HIST 9 - 12.1</b> <b>Historical Sources and Evidence</b> <b>HIST 9 - 12.10 HIST 9 - 12.13</b>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>Film reveals the significance of historical events</li> <li>Reinforcing racial stereotypes</li> <li>Learning from films with historical inaccuracies</li> </ul>
<b>Key Vocabulary</b>	Theme, Stereotype, Point of view, abolitionist, Radical Republicans, Ku Klux Klan, Jim Crow Laws, carpetbagger

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<b>Unit Title</b>	<b>Historical Accuracy</b>	<b>Length of Unit</b>	- 5 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the differences in purpose of the Declaration of Independence and the U.S. Constitution</li> <li>the dominant contributing causes of the American Revolution</li> <li>the role of Black regiments during the American Revolution</li> <li>the impact the American Revolution had on American society and international relations</li> <li>the causes of the American Civil War</li> <li>the motivations for and impacts of the Emancipation Proclamation</li> <li>the political, social and economic impacts of the American Civil War</li> <li>the causes and effects of Westward Expansion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the credibility of a source by examining how experts value the sources.</li> <li>Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</li> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> <li>Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> <li>Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> <li>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>Critique the appropriateness of the historical sources used in secondary interpretation.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Performance Task: Movie Review and Critique</li> <li>Chart of Film Bias with Historical Reference</li> </ul>
<b>Teacher Resources:</b>	Taking Sides American History, Volume II; Taking Sides: 20th Century American History Potential movies and resources include: <i>The Patriot</i> (2000), Smithsonian critique of <i>The Patriot</i> , <i>Gettysburg</i> (1993) <i>Glory</i> (1989), Emancipation Proclamation, <i>The Good, The Bad, &amp; The Ugly</i> (1966)

<b>Unit Title</b>	<b>Ethical Considerations</b>	<b>Length of Unit</b>	4 - 5 weeks
<b>Inquiry Questions</b> (Engaging & Debatable)	<ul style="list-style-type: none"> <li>• Do filmmakers have an ethical obligation to accurately portray historical events?</li> <li>• What is the objective of film?</li> </ul>		
<b>Standards</b>	<b>Communicating Conclusions and Taking Informed Action</b> <b>INQ 9 - 12.13, INQ 9 - 12.14</b> <b>Perspectives</b> <b>HIST 9 - 12.5, HIST 9 - 12.8</b> <b>Causation and Argumentation</b> <b>HIST 9 - 12.16, HIST 9 - 12.17</b>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Propaganda films</li> <li>• Independent Films</li> <li>• Documentaries</li> </ul>		
<b>Key Vocabulary</b>	propaganda, audience, analogy, independent film, yellow journalism, communism, fascism, Nazism, appeasement, genocide, Axis Powers, Allies, Pearl Harbor, internment camp, D-Day, Rosie Riveter		

<b>Unit Title</b>	<b>Ethical Considerations</b>	<b>Length of Unit</b>	4 - 5 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>		<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the impact that WWI had on U.S. society</li> <li>the rationale behind the policy of appeasement by European powers</li> <li>reasons for U.S. reluctance to be involved in international affairs</li> <li>the purpose of propaganda</li> <li>different ways that films influence viewers</li> </ul>		<ul style="list-style-type: none"> <li>critique the use of the reasoning, sequencing, and supporting details of explanations.</li> <li>analyze how historical contexts shaped and continue to shape people's perspectives.</li> <li>analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</li> <li>integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</li> <li>critique the use of claims and evidence in arguments for credibility.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Performance Task: Movie Review and Critique Around Ethics</li> <li>Chart of Film Bias</li> <li>Performance Task: Comparison of films (Characters, purpose, elements, etc.)</li> </ul>
<b>Teacher Resources:</b>	Taking Sides American History, Volume II; Taking Sides: 20th Century American History Potential movies: <i>Saving Private Ryan</i> (1998), <i>Schindler's List</i> (1993), WWII propaganda films, <i>Unbroken</i> (2014), Region 14 Databases

<b>Unit Title</b>	<b>Film As A Social Lens</b>	<b>Length of Unit</b>	3 - 4 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• Can films teach us about society?</li> </ul>
<b>Standards</b>	<b>Evaluating Sources and Using Evidence</b> <b>INQ 9 - 12.6 INQ 9 - 12.9</b> <b>Communicating Conclusions and Taking Informed Action</b> <b>INQ 9 - 12.10</b> <b>Historical Sources and Evidence</b> <b>HIST 9 - 12.12</b> <b>Processes, Rules, and Laws</b> <b>CIV 9 - 12.7</b>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Evidence of the era: Dress, Music, Scenery</li> <li>• Values of society</li> </ul>
<b>Key Vocabulary</b>	context, Satire, imagery, segregation, civil disobedience, policy of containment, consumerism

<b>Unit Title</b>	<b>Film As A Social Lens</b>	<b>Length of Unit</b>	3 - 4 weeks
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the impact WWII had on American society</li> <li>the impact that the development of communism had on American society</li> <li>political, economic, and social tensions during the Cold War era</li> <li>popular culture during the Cold War era</li> <li>the rise of suburbia</li> <li>consumerism as an American value</li> </ul>	<ul style="list-style-type: none"> <li>gather relevant information from multiple sources representing a wide range of views, while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> <li>refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> <li>construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources,</li> <li>analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Performance Task: Comparisons between films (Characters, purpose, elements, etc.)</li> <li>Movie Review and Critique</li> </ul>
<b>Teacher Resources:</b>	Taking Sides American History, Volume II; Taking Sides: 20th Century American History Potential movies: <i>It's A Wonderful Life</i> (1946), <i>Casablanca</i> (1942), <i>12 Angry Men</i> (1957), Region 14 Databases

<b>Unit Title</b>	Film & Politics	<b>Length of Unit</b>	4 - 5 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>Does film communicate important details about humanity?</li> </ul>
<b>Standards</b>	<b>Change, Continuity, and Context</b> <b>HIST 9 - 12.1 HIST 9 - 12.3</b> <b>Perspectives</b> <b>HIST 9 - 12.4 HIST 9 - 12.6</b> <b>Historical Sources and Evidence</b> <b>HIST 9 - 12.9</b> <b>National Economy</b> <b>ECO 9-12.5</b>
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>Counterculture's representation in film</li> <li>Film aimed towards highly traditional idea of American Freedom</li> <li>Film as a source of patriotism</li> </ul>
<b>Key Vocabulary</b>	arms race, space race, McCarthyism, containment, Berlin Wall, Iron Curtain, Gorbachev, Berlin Wall, suburbia,

<b>Unit Title</b>	<b>Film &amp; Politics</b>	<b>Length of Unit</b>	4 - 5 weeks
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the causes of increasing paranoia.</li> <li>motivations for U.S. involvement in Vietnam.</li> <li>goals of the civil rights movement.</li> <li>methods used by different civil rights activists.</li> <li>new legislation that was introduced during the period.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> <li>Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</li> <li>Explain how the perspectives of people in the present shape interpretations of the past.</li> <li>Analyze the relationship between historical sources and the secondary interpretations made from them.</li> <li>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> <li>Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Performance Task: Comparisons between films (Characters, purpose, elements, etc.)</li> <li>Movie Review and Critique</li> <li>Performance Task about how films Reflect Culture</li> </ul>
<b>Teacher Resources:</b>	Taking Sides American History, Volume II; Taking Sides: 20th Century American History Potential Films: <i>Easy Rider</i> (1969), <i>Rocky IV</i> (1985), <i>Hunt for Red October</i> (1990), <i>We Were Soldiers</i> (2002), <i>Grease</i> (1978), <i>Back to the Future</i> (1985), <i>The Breakfast Club</i> (1985), Region 14 Databases