



K I R K W O O D
S C H O O L D I S T R I C T

HISTORY THROUGH LITERATURE & FILM

Course Description:

In this skills-centered class, students choose which historical topics to explore through literature and film. Students will read short stories, poems, novels, and primary sources and view historical films, feature films, and documentaries to learn, explore, investigate, and discuss history from multiple perspectives.

Grade Level: 7th and 8th Grade

Unit Scope and Sequence

Unit 1: Summary

Unit 2: Source Analysis, Comparison and Contrast

Unit 3: Presentation, Public Speaking, and Civil Discourse

Course Enduring Understandings:

- History is not a singular narrative but a complex story with multiple perspectives.
- Critical analysis is important in examining historical sources and narratives.
- Civil discourse is essential for a healthy and functioning society and civil discourse requires skill and practice.

Course Essential Questions:

- How do different perspectives shape our understanding of historical events?
- What methods and tools can we use to critically analyze historical sources and narratives?
- How can we differentiate between objective facts and subjective interpretations in historical sources?
- How can the inclusion or exclusion of perspectives impact our understanding of history?

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UNIT 1: SUMMARY

Students will develop the essential skill of summarizing specific historical topics to retain the key details, focusing on literature and film.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> ● Summarizing is a skill for retention and comprehension. ● Critical thinking plays an important role in understanding the main idea and key details of any source. ● Summarizing pieces of literature and films can help build a full understanding of historical events. 	<ul style="list-style-type: none"> ● Why is it important to summarize historical topics accurately, and how can this skill broaden our understanding of history? ● What role does critical thinking play in summarizing historical topics, and how can we ensure that diverse perspectives are included in our summaries? ● In what ways can summarizing historical content from both literature and film build a fuller understanding of the past?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> ● Summary ● Main Idea ● Key Details ● Historical Narrative ● Perspective ● Primary Source ● Secondary Source ● Synthesis 	<ul style="list-style-type: none"> ● Identify the main idea and key details ● Summarize texts ● Summarize films ● Think critically, recognizing and considering different perspectives ● Use supporting evidence

Missouri Learning Standards
<p>Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text. (MLS.8.RI.1.D)</p> <ul style="list-style-type: none"> ● Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text. (MLS.8.RL.1.D)

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UNIT 2: SOURCE ANALYSIS, COMPARISON AND CONTRAST

Students will develop the essential skills of source analysis, comparison and contrast about a specific historical topic to consider the validity of multiple perspectives, focusing on both literature and film.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> • There are multiple perspectives to consider in any historical context. • It is critically important to consider the reliability and validity of any source of historical information. • It is important to consider an author or artist's perspectives as we learn from their work. 	<ul style="list-style-type: none"> • How do literature and film uniquely contribute to our understanding of historical events? • Why is it important to consider multiple perspectives when studying historical events? • How can we assess the validity and reliability of different historical sources? • In what ways can different perspectives influence the portrayal of historical events in literature and film? • How can comparing and contrasting different sources broaden our understanding of a historical topic? • What strategies can we use to reflect on our own perspectives and assumptions when analyzing historical narratives?
<i>Students must know:</i>	<i>Students must be able to:</i>
<ul style="list-style-type: none"> • Historical context • Credibility • Validity • Interpretation • Historical accuracy • Point of view 	<ul style="list-style-type: none"> • Identify and evaluate primary and secondary sources • Assess the credibility and reliability of various sources • Compare and contrast how different mediums portray historical events • Synthesize and integrate information from multiple sources to form a comprehensive understanding of a historical topic • Consider the impact of different perspectives on understanding history

Missouri Learning Standards

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. (C3 National Framework for Social Studies. D1.5.6-8).

- Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. (C3 National Framework for Social Studies. D2.His.12.6-8).

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UNIT 3: PRESENTATION, PUBLIC SPEAKING & CIVIL DISCOURSE

In this unit, students will explore the principles of civil discourse and develop essential presentation and public speaking skills within the context of studying history through literature and film.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Understand the concept of civil discourse and its importance in discussing historical topics. • Analyze examples of civil discourse and effective communication in literature and film. • Develop presentation and public speaking skills to effectively convey historical knowledge and interpretations. • Practice organizing and delivering structured presentations on historical themes and events. • Enhance listening and critical thinking skills through engaging in respectful dialogue and debate. 	<ul style="list-style-type: none"> • What strategies can enhance presentation and public speaking skills when conveying historical knowledge? • In what ways can effective listening and critical thinking contribute to productive discussions about history? • How can students integrate their own perspectives while respecting diverse viewpoints in historical discourse?
Students must know:	Students must be able to:
<ul style="list-style-type: none"> • Respectful Debate • Active Listening • Presentation Skills • Multimedia Presentation • Effective Communication • Contextual Understanding 	<ul style="list-style-type: none"> • Articulate ideas clearly and persuasively • Deliver organized and coherent presentations to convey historical knowledge and interpretations • Structure presentations logically and effectively use visual aids • Draw informed conclusions and interpretations based on evidence • Apply ethical principles such as honesty, fairness, and respect in discussions and presentations • Leverage technology for research, presentation, and communication purposes • Engage in collaborative discussions and debates on historical topics

Missouri Learning Standards
<p>Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. (C3 National Framework for Social Studies. D4.1.6-8).</p> <ul style="list-style-type: none"> • Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.

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UNIT 3: PRESENTATION, PUBLIC SPEAKING & CIVIL DISCOURSE

(MLS.8.SL.1.C).