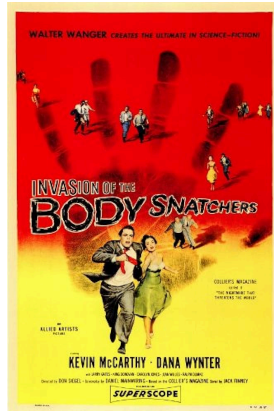


HISTORY THROUGH FILM CURRICULUM



Grade Level(s): 10-12

Curriculum Author(s): Scott Parkhouse

In History Through Film, students will examine the relationship between film and history. Historians rely on a variety of primary and secondary sources and artifacts to interpret the events and forces that shape societies. Beginning in the twentieth century, the motion picture industry has provided historians with another tool to critically interpret the past. Similar to other types of resources, films present an interpretation of history that should be investigated and critically analyzed and evaluated by the viewer for bias, integrity, and accuracy. The films that the class studies will provide a vehicle for learners to engage in rigorous inquiry to evaluate the values, ideas and larger historical issues of specific eras in American history. Students will be required to watch the assigned films in class and at home and write essays that evaluate points of view, and support claims with specific evidence from the films.

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner Attribute and Indicator
Introduction To Film	<i>How do films communicate with their audience?</i>	Primary and Secondary source films communicate with their audience using a variety of elements.	TCC2(9-12), TCC3(9-12), TI2(9-12), P2(9-12), AA1(9-12)
History Through Secondary Source Films (1775-1945)	<i>How do secondary source war films teach history?</i>	Secondary source films often include inaccuracies that must be considered, but can still teach us history.	TCC2(9-12), CCE1(9-12), DE1(9-12), TI2(9-12)
History Through Primary Source Films (1941-present)	<i>How can we learn from films that were “made in the moment”?</i>	Films of the 20th century often represent “where people are at” socially, economically and politically.	TCC2(9-12), CCE1(9-12), DE1(9-12), TI2 (9-12)



(adapted from Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd Edition). ASCD.)

Unit 1 - Introduction to Film	
Desired Results - Goals, Transfer, Meaning, Acquisition	
Established Goals: <i>US.Inq.1.c. 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.</i> <i>US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.</i>	
Vision of A Learner Attributes: Students will be able to independently use their learning to... <ul style="list-style-type: none">• I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. TCC2• I can integrate relevant information to produce multiple valid solutions. TCC3• I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. TI2• I can strengthen weaknesses through purposeful strategies, practice, and effort. P2• I can evaluate different approaches and justify the best pathway to success. AA1	
Understandings: Students will understand that... <ul style="list-style-type: none">• Film has been used over the years to entertain and inform people.• People react to films in different ways.• Films communicate with their audience using a variety of elements.• We can learn history from both primary and secondary source films.• We can learn history from various genres of film.• Film can be used as text, similar to written forms.	Essential Questions: <ul style="list-style-type: none">• What is the purpose of film?• How do films communicate with their audience?• What makes a film effective/successful?• Are primary source films reliable sources?• Are secondary source films reliable sources?

<p>Students will know...</p> <ul style="list-style-type: none"> • A brief history of how film was invented. • How films have changed over the years to include high tech advances, but also use the same elements that early films used. • different elements of film such as music, sound, motion, cinematography and color usage. • the difference between primary and secondary sources when studying history. • Films can be viewed as “text”, similar to written stories 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze a movie scene from a silent film. • Analyze movie scenes from various genres of film (with a focus on five elements of film) • Evaluate the effectiveness of different kinds of films. • Compare/contrast the techniques used in silent films with those that are used in modern day “high tech” films. • Evaluate the credibility of both primary and secondary source films.
<p>Key Vocabulary: <i>motion picture, movie, silent film, Charlie Chaplin, primary source, secondary source, genre, color, sound, music, cinematography, motion.</i> This vocabulary is introduced in Unit 1, but will be applied in all units of study.</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Summative: Students will view various scenes from a variety of movies (a silent film, a “primary source” film, a “secondary source” film) and write a response that explains how the film communicated with the audience through the use of sound, color, motion, cinematography and music. TI2, TCC3</p>	<p>Other Evidence:</p> <p>Classwork: Students will work in groups, and will be given a number of films in DVD jackets. After reading the information on the jacket of the DVD, students will discuss if the film would be viewed as a primary source or secondary source, along with a brief explanation of how we could learn history from the movie. TCC3, P2</p> <p>Interim: Students will view various scenes from movies, and answer SAT style questions on a multiple choice “quiz”. Reinforcing the idea that films will be used as the text for this class.TI2, P2, AA1</p>
<p>Learning Plan</p>	
<ul style="list-style-type: none"> • Teach students the brief history of film using visuals, as the students take notes: How it began, and developed through the years.TCC3 • Use an inquiry lesson for students to learn about how films communicate with their audience by playing scenes from silent films, and also various popular movies they might be familiar with.P2, TI2 • Review/teach the difference between primary and secondary sources as seen in “Other Evidence” section above.TCC3 • Lesson on the credibility of sources, and factors to consider when researching/learning from different sources. TCC2, AA1 	
<p>Teacher Resources: Clips from various films for this unit to include (but not limited to): <i>The Circus, Nosferatu, Jaws, Braveheart, Star Wars.</i> Various DVDs to be found in the NHS History Department collection.</p>	

Unit 2 - History Through Secondary Source Films

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

US.Inq.1.c. 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.

US.Inq.4.c. Critique historical arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias. **CCE1**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**

Understandings: Students will understand that...

- The American Revolution and Civil War had multiple causes and was fought by people who had various motivations for fighting.
- Films do include biases that need to be considered when viewing.
- Secondary source films often include inaccuracies, but can still teach us about historical events.
- It is the role of the viewer to consider biases when learning history from a film.
- Secondary source films often give a specific perspective of historical events, and sometimes exclude other points of view.
- Certain genres of film often include common themes or ideas.
- Secondary source war films can inspire a renewed sense of interest in events from the past.

Essential Questions:

- Is film a legitimate historical source?
- How do American films teach history?
- Is this film biased?
- How do films communicate the importance of a significant historical event?

<p>Students will know...</p> <ul style="list-style-type: none"> • The basic causes of the American Revolution. • The role that the militia played in the United States gaining its independence. • Factors to consider when viewing a secondary source film. • How to evaluate the credibility of a secondary source film. • The basic causes and purpose of the Civil War. • The contributions of African Americans in the Civil War. • The various perspectives and motivations of the Union and Confederate side of the Civil War. • The significance of the D-Day invasion during WW2 and its impact on the nation and on individual families. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Understand key moments or turning points in a film by focusing on the five elements learned in the first unit. • Evaluate the credibility of a secondary source film. • Research important characters and events in U.S. History. • Critique the appropriateness of fictional scenes and characters in secondary source films. • Analyze important primary source documents to include the Emancipation Proclamation and Eisenhower's D-Day message. • Observe common themes in secondary source war films. • Apply evidence from documents and films to back up a claim in writing.
<p>Key Vocabulary: <i>Declaration of Independence</i>, militia, loyalist, <i>Emancipation Proclamation</i>, 54th Massachusetts, Union, Confederate, Little Round Top, Pickett's charge, Normandy, D-Day, Dwight D. Eisenhower, Omaha Beach, Allies, Axis</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Summatives:</p> <ol style="list-style-type: none"> 1. Students will research the main characters and events in the secondary source film and compare with the real life characters of the time period to answer the essential question, <i>Is film a legitimate historical source?</i> TCC2 2. After viewing four secondary source war films, students will reflect on the common themes of the films using evidence from both the films and history, and have an opportunity to give feedback to other students. CCE1, TI2 	<p>Other Evidence:</p> <p>Classwork:</p> <ul style="list-style-type: none"> • Students will complete a viewing chart while watching the film <i>The Patriot</i>. The chart will include personal reactions/questions as well as analysis using the 5 elements of film. TCC2 • Students will work independently and in groups to analyze parts of the Emancipation Proclamation prior to viewing the movie <i>Glory</i>, and will analyze General Eisenhower's D-Day message prior to viewing <i>Saving Private Ryan</i>. DE1, TI2 • Students will study a map of the United States and Gettysburg prior to viewing the film <i>Gettysburg</i>. Maps of Europe will be studied prior to viewing <i>Saving Private Ryan</i>. TI2 <p>Interim:</p> <ul style="list-style-type: none"> • Students will have short quizzes to check for understanding of the historical content presented in the selected movies. TI2

- Discussion questions after various scenes in the films. **DE1, CCE1**

Learning Plan

- Work with timelines and other visuals to review major wars/events in U.S. History. **TI2**
- Review the causes of the American Revolution with the class using various documents prior to viewing *The Patriot*. **TCC2**
- Review/teach strategies to analyze films with an emphasis on the five elements of film. **TI2**
- Work on/teach research skills for finding accurate information about important historical events prior to the summative. **DE1**
- Work on skills for primary source analysis and analyze essential documents prior to viewing the various films. (for example, use the “SOAPS” method to analyze Eisenhower’s D-Day message) **TCC2**
- An emphasis on reading primary documents prior to viewing the various films (letters, photos, cartoons, maps, journals). **TCC2**
- Work on map skills prior to viewing the various films. **TI2**
- An emphasis on observing/analyzing character development for the movie *Glory*. **TI2**
- Classroom discussions are best used at different critical moments in the movie *Saving Private Ryan*. **CCE1**

Teacher Resources: Emancipation Proclamation, Eisenhower’s D-Day message, maps for American Revolution, Civil War, Gettysburg battlefield, World War 2, D-Day, The Declaration of Independence, Paul Revere’s engraving of the Boston Massacre. Films to include but not limited to: *The Patriot*, *Gettysburg* (NOTE: due to the length of the movie, the teacher will select certain scenes to be viewed in class), *Glory*, *Saving Private Ryan* *students should have a signed permission form to watch rated “R” films.

Unit 3 - History Through Primary Source Films

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

US.Inq.1.c. 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.

US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

US.His.5.b. Analyze the role of popular culture, subculture, and counterculture in shaping public perception of national identity during the post-World War II era

US.His.1.h. Evaluate how popular culture in the 1970s and 1980s promoted and reflected hyper-consumerism, racial tension, women's empowerment, and the Cold War

Vision of A Learner Attributes: Students will be able to independently use their learning to...

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias. **CCE1**
- I can seek, listen to, and understand multiple perspectives. **DE1**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**

Understandings: Students will understand that...

- We can learn history from films that were “made in the moment” of different historical time periods.
- Films often communicate the fears of a given time period, sometimes in an indirect way.
- Films, like other forms of text, can be interpreted differently depending on the viewer.
- Popular films of the 20th century often represent “where people are at” socially, economically and politically.

Essential Questions:

- Is propaganda still used in films and other forms of media today?
- Is the movie Invasion of the Body Snatchers an allegory?
- How do the music and cinematography of a film teach us about the time period in which a film was made?
- What is the overall meaning of the story in the film Easy Rider?
- Did the counterculture of the 1960's have a positive or negative overall impact on American culture?

<ul style="list-style-type: none"> High-Tech films of today continue to use the same basic techniques of early silent films to communicate with the viewer. 	<ul style="list-style-type: none"> Why did/do so many Americans connect with the various characters in the 1976 film <i>Rocky</i>? What makes a film popular at a given point in time? How was the mutual hostility of the Cold War communicated through popular films of the 1980's? How do the films of the 1990's communicate America's role in the post-Cold War world? How do modern day films communicate the fears and trends of today's world?
<p>Students will know...</p> <ul style="list-style-type: none"> The role of the film industry during World War 2 and its impact on the WW2 Homefront. About the different phases of the Cold War and its impact on Americans at home. About the prosperity and paranoia of the 1950's and how it is shown through a science fiction film. About how the turbulence of 1960's America was communicated through music and film. The aftermath of the 1960's and how it changed the attitude of Americans in the 1970s in a variety of ways. About the environment in America in the final years of the Cold War. How Americans viewed their role in the world in the years following the Cold War. About the expanding role of technology in today's world along with its positive and negative consequences. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Observe and analyze primary source films by focusing on the five elements of film learned in the first unit. Research important characters and events in U.S. History. Apply evidence from primary source films to back up a claim about a given time period. Observe and analyze how various propaganda techniques are used in film. Understand how the 5 elements of film can teach about the time period in which the film was made (for example, the music in <i>Easy Rider</i>, the cinematography in <i>Rocky</i>) Create their own modern day version of a science fiction film (re-writing a scene, creating a poster, etc.) Discuss the meaning of various films. Observe and analyze the changing roles of characters in films. Evaluate the lasting impacts of various social movements in the United States.
<p>Key Vocabulary: propaganda, Cold War, communism, capitalism, arms race, containment, McCarthyism, science fiction, counterculture, communes, Vietnam War, Civil Rights movement, Clean Air Act, Watergate, stagflation, malaise, bicentennial,</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Summatives:</p>	<p>Other Evidence:</p> <p>Classwork:</p>

<p>1. After viewing <i>Invasion of the Body Snatchers</i> (both versions if time allows), students will work both independently and in groups to create a modern version of the film to reflect the fears and social changes of today. The project is not an actual film but rather a rewrite of certain aspects of the movie to include a poster, script of a scene, character roles, etc.TCC2, DE1</p> <p>2. Students will write an essay about how a film's music and cinematography teach us about a time in history. This essay works best if given after <i>Easy Rider</i> or <i>Rocky</i>.TCC2</p>	<ul style="list-style-type: none"> Students will complete a viewing chart while watching various WW2 propaganda films. TCC2 <p>Interim:</p> <ul style="list-style-type: none"> Students will have short quizzes to check for understanding of the historical content presented in the selected movies.TI2 A socratic seminar after a film can be used to review/discuss some of the essential questions of the unit. CCE1
<p style="text-align: center;">Learning Plan</p>	
<ul style="list-style-type: none"> This unit will begin with a review of what primary source films are, along with how we can learn from them, along with factors to consider.TCC2 Define propaganda and hold a class discussion about how it is often used in film past and present.CCE1 Inquiry style lesson to be used when analyzing WW2 propaganda films. DE1 Follow up discussions (socratic seminar, Google classroom) after the various films that are viewed. DE1, CCE1 An emphasis on using primary documents prior to viewing the various films (maps, photos, journals, speeches) to place students in that time period. TCC2 Relevant vocabulary words will be taught and reviewed prior to the various films. TI2 Teach comparative film analysis prior to viewing different versions of <i>Invasion of the Body Snatchers</i>.TCC2 Continue to work on film analysis (using 5 elements) throughout the various films.TCC2 Work on basic essay writing skills, with an emphasis on how to use evidence from films to back up a claim.TI2 	
<p>Teacher Resources: Various WW2 propaganda short films and cartoons (Examples: <i>Daffy Duck Commando</i>, <i>Superman Secret Agent</i>, <i>Bing Crosby sings Buy a Bond</i>, <i>Andrews Sisters sing Johnny Get Your Gun and We've Got a Job to Do</i>, <i>Humphrey Bogart News From the Front</i>), <i>Invasion of the Body Snatchers</i> (1956 and 1978 versions), <i>It's a Wonderful Life</i>, <i>White Christmas</i> (fall semester), <i>Easy Rider</i>, <i>Dr. Strangelove</i>, <i>Rocky</i>, <i>Rocky 4</i>, <i>Red Dawn</i> (1984 version), <i>The Hunt For Red October</i>, <i>Independence Day</i>, <i>Wall-E</i></p>	