

## **HISTORY THROUGH FILM [GRADES 7-8]**

EWING PUBLIC SCHOOLS  
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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This is designed as a semester-long course that will be taught every other day for a total of 45 days. Each class period is 42 minutes long.

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do to be successful in their future careers and to achieve financial independence.

### **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education Technology Integration**

##### **8.1 Educational Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and create and communicate knowledge.

##### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking, and the designed world as they relate to the individual, global society, and the environment.

**ELA Integration** - The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects  
(6- 8)

## **Unit 1 - Leadership and Legacy: Civil Rights (20-25 Days)**

### **Why Is This Unit Important?**

Students will investigate the progression of civil rights in America from the Civil War through today. Topics will include Lincoln's efforts to pass the 13th Amendment, the fall of Jim Crow and the rise of the Civil Rights Movement, and current issues of race relations. These investigations and the continual struggle reflect our controversial history. The fulfillment of the promises framed in our founding documents is at the heart of the American Dream.

### **Enduring Understandings:**

- Leadership choices in the past have far-reaching implications.
- Historians have different perspectives on the intentions of historical figures and political leaders.
- Throughout history, compromises have been made to achieve a perceived greater good.
- Leaders rise from many different facets of society.
- African-Americans and other minority groups struggled to obtain equal rights.

### **Essential Questions:**

- How do we uncover bias in film and media?
- How has film propagated or dispelled stereotypes?
- Are the actions of civil rights leaders accurately portrayed in film?
- What can we do to combat injustice and prejudice?

### **Acquired Knowledge:**

- Identify the key players involved in the passing of the 13th Amendment.
- Analyze the intent of the 13th Amendment.
- Contrast the leadership strategies of civil rights leaders.
- Uncover the forces at work behind the fall of Jim Crow and the establishment of the modern Civil Rights movement.
- Analyze the climate of the country during the Civil Rights movement visually through films like *The Help*, *42*, *Selma* and *West Side Story* which deal with racism and prejudice.

### **Acquired Skills:**

- Analyze films for historical accuracy.
- Read conflicting accounts to form an original opinion.
- Analyze the impact the 13th Amendment had on African Americans.
- Synthesize various accounts in film and the written word to create an original work.
- Empathize with the plight of persecuted individuals and groups in society.
- Use context clues to determine the sequencing of primary source documents.

## **Assessments:**

### Formative Assessment:

- Do Now
- Discussion
- Debate
- Determine the sequencing of primary source documents – SHEG
  - Letter A - First Lady of the US to Walter White
  - Letter B - Daisy Bates to Roy Wilkins

### Summative Assessment:

- Unit Test

### Benchmark Assessment:

- RST - Civil Rights Movement

### Alternative Assessment:

- GRASPS Activity

## **Suggested Learning Experiences and Instructional Activities:**

- Student-centered group work, pair share, turn and talk, debates, role-play  
Analyze the relationship between a primary and a secondary source on the same topic
- Synthesize visual information (videos, photos) with written information and compare the viewpoints on the same historical topic (point of view)
- Identify the central idea of a primary source and provide an accurate summary of the source distinct from prior knowledge or opinions

## **Instructional Materials:**

### Core:

- <https://sheg.stanford.edu/>
- <http://docsteach.org/>
- *Lincoln*. 2012. DVD. (PG-13)
- *Remember the Titans*. Disney. 2001. DVD. (PG)
- *42*. Warner Bros. Entertainment, Inc. 2013. DVD. (PG-13)
- *The Help*. Touchstone Home Entertainment. 2011. DVD. (PG-13)
- *Selma*. 2015. DVD. (PG-13)
- *West Side Story*. 1961. DVD. (G)

Supplemental:

- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)
- [www.teachwithmovies.org/guides](http://www.teachwithmovies.org/guides)
- [www.scholastic.org](http://www.scholastic.org)
- [www.amazingmotionpictureteacherguide](http://www.amazingmotionpictureteacherguide)
- <http://www.readworks.org>
- <http://edsitement.neh.gov>

**Accommodations or Modifications:**

- Extended time
- Alternate materials

**Technology Integration:**

- Google Classroom
- Computer research
- WebQuest
- PowerPoint

**NJSLS Standards Targeted:**

**6.1.8.HistoryUP.5.a**

**6.1.8.CivicsHR.3.b:**

**6.1.12.HistoryUP.2.b**

**6.1.8.HistoryUP.5.c**

**Cultural Responsiveness Activity:**

Analyzing newspaper articles relating to Jim Crow

Analyzing films through film questions on segregation from the 1940's-1950's and the Civil Rights movement in the 1950's and 1960's. Ex. "The Help"

## **Unit 2 - Leadership and Legacy: The Women's Rights Movement (20-25 Days)**

### **Why is this important?**

Students will investigate the progression of women's rights in America from the time women got the right to vote in 1920 through today. Topics will include efforts made by activists such as Alice Paul to adopt a constitutional amendment giving women the vote, to female role models such as Eleanor Roosevelt who championed Civil Rights for minorities.

### **Enduring Understandings:**

- Leadership choices in the past have far-reaching implications.
- Historians have different perspectives on the intentions of historical figures and political leaders.
- Throughout history, compromises have been made to achieve a perceived greater good.
- Leaders rise from many different facets of society.
- Women struggled to obtain universal suffrage and sacrificed to gain the right to vote.

### **Essential Questions:**

- Why were political leaders reluctant to adopt a constitutional amendment giving women the right to vote?
- Why were women perceived and treated as inferior to men?
- How do we uncover bias in film and media?
- How has film propagated or dispelled stereotypes?
- Are the actions of leaders accurately portrayed in film?
- What can we do to combat injustice and prejudice?

### **Acquired Knowledge:**

- Analyze the intent of the Women's Rights movement.
- Identify the role models and historical leaders in the Women's Rights Movement.
- Analyze strategies used to gain momentum in the struggle for equality for women.
- Compare leadership strategies of Women's rights activists.
- How far have women's rights progressed throughout modern history?



**Acquired Skills:**

- Analyze the film for historical accuracy.
- Read conflicting accounts to form an original opinion.
- Synthesize various accounts in film and the written word to create an original work.
- Empathize with the unfair treatment of women in history.
- Use context clues to determine the sequencing of primary source documents.

**Formative Assessments:**

- Do Now
- Discussion
- Debate
- Determine the sequencing of primary source documents - SHEG
  - Document A - Part of the opening paragraph from a book about the lives of American women
  - Document B - Testimony from a woman on trial for exercising a citizen's right to vote

**Summative Assessment:**

- Quiz

**Benchmark Assessment:**

- RST - Women's Issues

**Alternate Assessment:**

- Role-play

**Suggested Learning Experiences and Instructional Activities:**

- Student-centered group work, pair share, turn and talk, debates, role play  
Analyze the relationship between a primary and a secondary source on the same topic
- Synthesize visual information (videos, photos) with written information and compare the viewpoints on the same historical topic (point of view)
- Identify the central idea of a primary source and provide an accurate summary of the source distinct from prior knowledge or opinions

## Teacher Resources:

### Core:

- [www.teacherspayteachers.com](http://www.teacherspayteachers.com)
- <https://sheg.stanford.edu/>
- <http://docsteach.org/>
- *Eleanor Roosevelt*. PBS Home Video. 1995. DVD
- *Iron Jawed Angels* 2004. DVD. (Age 13 plus No MPAA rating) · *The Autobiography of Miss Jane Pittman*. 1973. DVD (Age 10 plus No MPAA rating)

### Supplemental:

- [www.scholastic.org](http://www.scholastic.org)
- <http://edsitement.neh.gov>
- [www.amazingmotionpictureteacherguide](http://www.amazingmotionpictureteacherguide.com)
- [www.teachwithmovies.org/guides](http://www.teachwithmovies.org/guides)
- <http://www.readworks.org>

## Accommodations or Modifications:

- Extended time
- Alternate materials

## Technology Integration:

- Google Classroom
- Computer research
- WebQuest
- PowerPoint

## NJSLS Standards Targeted:

**6.3.8 Civics P1.3**

**6.3.8 Civics P1.4**

**6.3.8 Civics PD1**

**6.3.8 Civics DP1**

## Culturally Responsiveness Activity

- Analyzing articles from documents on Women's Rights
- Analyzing political cartoons about Women's rights
- Analyzing film clips on Women's rights

## Sample Standards Integration

### **21<sup>st</sup> Century Skills & Career Readiness Practices**

**CRP1. Act as a responsible and contributing citizen and employee.**

**CRP2. Apply appropriate academic and technical skills.**

**CRP3. Attend to personal health and financial well-being.**

**CRP4. Communicate clearly and effectively and with reason.**

**CRP5. Consider the environmental, social, and economic impacts of decisions.**

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

For Example: Throughout the course students are required to demonstrate all the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas.

### **Technology Integration**

**8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review**

**8.1.8.D.4 Assess the credibility and accuracy of digital content.**

**8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.**

For example, before viewing films, students use the internet to research the historical events of the decade in which the film took place, corroborating resources and employing databases. Video clips are also employed for context. For example, Glory

Road: <https://www.youtube.com/watch?reload=9&v=efHS8JWDb2Q> Ernie Davis

<https://www.youtube.com/watch?v=R9yZ-54EY60>

### **Interdisciplinary Connection**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources to write an analytic essay.

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: Research simulation tasks are benchmark assessments for both units. Students closely read and analyze sources, assess points of view, interpret content-specific vocabulary, and investigate the topic in diverse formats to craft a project or formal essay.

### **Holocaust Mandate**

The curricula address issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example, as students investigate the content, they address themes of bias and bigotry in film analysis in each topic: The films: *Remember the Titans*, *42*, *Glory Road*, *The Express*, and *The Help* show how we uncover bias, and how films can dispel stereotypes. Discussions are heavily based on how we can combat injustice and prejudice. Students write essays showing how films portray prejudices and give examples of how this is portrayed and how characters change throughout films. Students must show examples of prejudices and racism during the film in film notes taken. Discussions follow film clips on these topics. A lesson on Bullying is given showing the effects and discussions follow.

### **Amistad Mandate**

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society

For Example, to gain background knowledge about upcoming films, students research the topic of the film on websites and databases. The films offered in the course show how African Americans have made many contributions in the world of sports and in society in general. Students assess the historical accuracy of the films as they focus on contributions of the central figures in each portrayal.

### **LGBTQ/Disabilities Resources**

Ring, Trudy: [TCM Fest: \*West Side Story's\* Queer Origins and Other LGBTQ+ Highlights](#), 2021

Kumar, Rebecca: [Special Theme: LGBTQ Directors](#), 2022

Alice Paul institute, [The Queer History of the Suffrage Movement](#)