Summit Public Schools
Summit, New Jersey

Film and History – Social Studies Elective

Open to Juniors and Seniors
1 Semester
Revised 2022

Curriculum

Course Description: This semester-long course will focus on two themes: how films portray historical events and how films reflect the society in which they are made. Students will view films from selected units (in their entirety or selected excerpts) about the United States during the 20th century and early 21st century. The class will discuss issues involving historical films such as how filmmakers take ideas from history, how a film can "rewrite history," and how filmmakers shape a narrative. Students will understand how a message can be manipulated by different forms of media for a particular purpose. Students will also discuss and write about how films can reflect the values of an era and how films may help shape an era. Students will utilize and analyze information from a variety of media sources, both online and print, including primary and secondary texts, individual research, critical essays, and selected visual materials. By the end of the semester students will be able to identify changing views of key events in U.S. history and how the film industry portrayed them. Students will also be able to discuss/write about how Hollywood influences our perception of historical events.

Standard 6.1 U.S. History
Students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and environment shape the American heritage

Big Ideas: *Course Objectives / Content Statement(s)*

The American film industry has great influence on how the history and culture of the United States is viewed both at home and abroad. Films probably have a larger impact on our perception of our past and our culture than any other medium. Yet movies are very different from a history textbook or a newspaper. Movies are a strange combination of individual artistic vision and marketplace consensus. A film may be the subjective product of the producer, director and/or scriptwriter, but its cost and complexity force it to be a collaborative effort of hundreds of people. Most of these people are interested only in whether millions of others, the movie audience at a particular time and in history, will relate to the movie and pay to see it. Therefore, it is important for students to learn to view film with a "critical eye" in order to understand how Hollywood chooses to portray, and perhaps reshape, the American past.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of*	**Enduring Understandings** *What will students understand about the big ideas?*

learning?	
1. How does Hollywood portray stereotypes and how does American public opinion respond? 2. What was the impact of technical advancements and the transition to sound and color in film? 3. How does the political, social and economic atmosphere in the country and Hollywood influence film? 4. How are the roles of women and minorities portrayed and how are these roles transformed during the 20th Century? 5. How do international events impact American society, politics and economics? 6. How do films made about a specific time period made at different times influence public opinion about that event? 7. How can Hollywood be an agent for social change?	Students will understand that… 1. There are central issues/themes in American history. 2. Hollywood's portrayal of history and actual historic events are not necessarily congruous and they must be responsible for discerning the difference between history and "Hollywood". 3. The development of special effects impacts the perception of film. 4. Producers, directors and studios have an objective that does not necessarily require them to portray an event in a historically accurate manner. 5. International political events impact social perception.

Unit #1: Early Days of Hollywood: Silent & Sound Films

Suggested films:

Birth of a Nation 1915

Singing in the Rain 1952

Standard 6.1 U.S. History : American in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Big Ideas: *Course Objectives / Content Statement(s)*

The creation of film was used as a means to express the views of the director while at the same time, embodying the racial stereotypes and ethnic misunderstandings during that era.

The transition from silent films to sound reflected a technological breakthrough that would have a profound impact on American society.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How did early films influence popular opinion? 2. How were ideals/stereotypes (sexual, racial, economic) presented by early Hollywood? 3. How revolutionary technological changes in entertainment and how they impacted future change in the film industry. 4. Was the film industry openly accepted from the very beginning? 5.	Students will understand that… 1. Visual perception influences popular opinion. 2. Hollywood presents ideals/stereotypes that shape perception despite accurate historical contradiction. 3. Innovations in technology may impact an industry and continue its advancement.
	Examples, Outcomes, Assessments
Students will: 6.1.12.HistoryUP.3.b 6.1.12.HistoryCC.4.a 6.1.12.HistoryUP.4.a	Instructional Focus: 1. Ideals and stereotypes of groups and individuals. 2. Social impact of film

6.1.12.HistoryCC.4.b 6.1.12.HistoryCA.4.a: Explain the transition from silent films to synchronous sound and identify key films of the early Hollywood era. Analyze how early films influenced popular opinion. Identify and explain ideals (sexual, economic etc.) presented by early Hollywood. Discuss the revolutionary changes in entertainment and calculate how whose changes impacted future entertainment.	3. Technological advancement. Sample Assessments: 1. Student journal 2. Classroom discussion 3. Movie Questions 4. Response essay: How does Hollywood portray stereotypes and how does American public opinion respond? **CCS Writing:** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. 5. Design dialogue for one scene from "Birth of a Nation". 6. Design a chart of all of the technological advancements in both "Birth of a Nation" and "Singing in the Rain". 7. Haiku: Students will respond to questions asked in a protected on-line classroom. 8. Harkness Circle: Students will discuss the racial stereotypes and the long term impact on society. This will include a discussion on the current racial and immigration issues. **CCS Speaking/Listening:** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Instructional Strategies: **Interdisciplinary Connections:** Filmmaking/video production, Current racial issues- explored in literature and Social Studies,

	Music/Dance as vehicle for storytelling, entertainment, numerous connections to fiction-LAL (see literature list)) Portrayal of African Americans in literature: "To Kill and Mockingbird" **Technology Integration**: Assessment of impact of changing technology on early film industry. Multimedia/iMovie/Podcast recreation of early Hollywood techniques and/or movie scene. Development of special effects then/now. **Global Perspectives:** How is the United States perceived around the globe in its treatment of women and minorities? Leader/laggard. Evaluate who holds "moral high ground"?

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:
Creativity and Innovation
1. Compare advancements in special effects. Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy (see section at end)
Extension films for students to view outside of the classroom:
Ali (2001), *American History X* (1998), *Do the Right Thing* (1989), *Glory* (1989), *Gran Torino* (2008)

1. How is media used today to influence popular opinion?
2. How does popular opinion determine narrative filmmakers select?

Life and Career Skills
21st Century Themes (as applies to content area):
Financial, Economic, Business, and Entrepreneurial Literacy- Hollywood as business then/now

Civic Literacy
1. The changes in legal status of women and minorities.
Health Literacy

Interdisciplinary Connections/ Critical Analysis Literature, **Art,:**

1. Introduction by the editors on role of Hollywood and historical movies. American History/American Film: Interpreting the Hollywood Image. John E. O'Connor and Martin A. Jackson, editors. New York: Ungar Publishing Company, 1979.
2. Political movies "Foreward" in Christensen, Terry. Reel Politics: American Political Movies from "Birth of a Nation" to "Platoon"

	New York: Basil Blackwell, 1987. Pp. 1-12 3. "Birth of a Nation" in Sanello, Frank. Reel v. Raal: How Hollywood Turns Fact into Fiction. New York: Taylor Trade Publishing, 2003. Pp. 97-101. 4. "Birth of a Nation" In Roquemore, Joseph. History Goes to the Movies. New York: Doubleday, 1999. P. 59. 5. Carter, Everett "Cultural History Written with Lightning: The Significance of *The Birth of a Nation (1915)"* in Rollins, Peter C., editor. Hollywood as Historian: American Film in a Cultural Context. Lexington: University Press of Kentucky, 1983. Pp. 9-19 **CCS Reading:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Unit # 2: The Western Frontier

Suggested films: *Dances with Wolves* 1990 *Far and Away* 1992

Standard 6.1

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Big Ideas: *Course Objectives / Content Statement(s)*
After the Civil War, the country turned away from sectional strife and toward the expansion of the west. The Homestead Act and the Morrill Land Grant Act helped to spur westward expansion but not at the expense of future conflict with indigenous groups.

Although the West was overrun with people looking for the American Dream, there was still a racial divide between the immigrants who belonged and those that were considered outsiders.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How was the Western Frontier portrayed? 2. How did Western expansion foster conflict? 3. How were stereotypes of Native Americans developed by Hollywood? 4. Did Hollywood help strengthen or weaken the relationship with Native Americans? 5. Was there a hierarchy for immigrants in the United States post civil war?	Students will understand that… 1. How did Hollywood's portrayal of the Western Frontier influence popular opinion? 2. What drew people to the frontier and what obstacles did they face? 3. Hollywood is a powerful influence in developing and perpetrating negative stereotypes. 4. What was the Native American response to these stereotypes?
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus:
6.1.12.CivicsDP.3.b	

6.1.12.HistoryUP.3.a 6.1.12.HistoryCA.3.b 6.1.12.CivicsDP.5.a 6.1.12.HistoryUP.5.a 1. Identify and explain changing views of the West and the Frontier. 2. Analyze how films influenced popular opinion about the West. 3. Describe expansion and conflict on the U.S. frontier during the 19th Century and explain its impact on the U.S. 5. Identify and explain changing stereotypes of Native Americans presented by Hollywood. 6. Justify or condemn the role film has in creating stereotypes of the frontier.	1. Presentation by Hollywood of the West and the Frontier. 2. Development of stereotypes. 3. Inevitable conflict as a result of western settlement. 4. Native American interaction with colonial members Sample Assessments: 1. Student journal 2. Discussion on accuracy of the development of stereotypes based on the actors used over time. 3. Analyzing primary sources from Native Americans describing the accuracy of these films. **CCS Speaking/Listening:** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 4. Response essay: How does the political and social atmosphere in the country and Hollywood over time influence film? **CCS Writing**: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. 5. iMovie/multimedia presentation demonstrating mastery of one of unit's enduring understandings. **CCS:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance

	understanding of findings,

	reasoning, and evidence and to add interest. Instructional Strategies: Interdisciplinary Connections Technology Integration 1. Comparison with modern technologies Global Perspectives 1. How is the U.S. perceived in its treatment of minorities?

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Compare advancements in special effects. Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy How is media utilized today to influence popular opinion? Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Change in legal/social status of women and minorities. Health Literacy Resources/Literature: 1. "Dances with Wolves: in Roquemore, Joseph. History Goes to the Movies. New York. 1999. Pp. 114-115 2. "Dances with Wolves" in Tracey, Grant. Filmography of American History. Westport, CT: Greenwood Press, 2002.. pp. 220-222.

	3. "Dances with Wolves" in Sanello, Frank. Reel v. Ral: How Hollywood Turns Fact into Fiction. New York: Taylor Trade Publishing 2003. Pp. 92-96 **CCS Reading:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Unit # 3: Working Class

Suggested Films: *Newsies* 1992 *John Q* 2002

Standard 6.1

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Big Ideas: *Course Objectives / Content Statement(s)*

Societal and economic changes from the mid 19th Century to the early 20th Century were manifested by the worker in the attempt to create Labor Unions. The conflict between the workers and owners of industry were inevitable as a result. The role and impact of government changed over the course of time as well.

In present day, the working class is presented with many obstacles to achieve the American Dream. The working class faces problems that the elite/upper class will never face and must make dire decisions regarding the well-being of their families.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. How is the Working Class portrayed in film over time? 2. What were the objectives of the worker and were their actions justified? 3. Did the development of Labor Unions destroy Capitalism? 4. Does the end always justify the means? 5. Does our justice system treat the working class the same as all citizens?	Students will understand that… 1. How does Hollywood portray the American versus the immigrant worker? 2. How did the Labor Union movement gain legitimacy? 3. How does the film industry respond to societal conflict? 4. How are women portrayed in the workplace and what obstacles do they face? 5. How does bias and prejudice impact how society views the laborer and how Hollywood portrays the laborer.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 6.1.12.HistoryCC.8.b 6.1.12.HistoryCC.16.b	Instructional Focus: 1. Portrayal of the American worker over time.

6.1.12.HistoryCC.16.a 6.1.12.CivicsPR.16.a 6.1.12.CivicsPI.14.d 6.1.12.CivicsPD.14.a: 1. Discuss how the Working Class is portrayed in film and how that portrayal changed throughout the 20th Century. 2. Analyze how the political situation in Hollywood may have influenced its portrayal of the working class. 3. Interpret the appeal of the wealthy lifestyle on working class families and analyze if the "American Dream" plays a role in movies about the working class. 4. Evaluate the accuracy of Hollywood's portrayal of the working class and their life conditions.	2. Working conditions in mines and factories. 3. Efforts and strategies of Labor Unions. 4. Inevitable conflict between the worker and the owners of industry. 5. How do labor unions address income inequality? Sample Assessments: 1. Student journal and viewing guides 2. Continuation of the stereotypes lists. 3. Comparisons of conditions of workers today i.e. day laborers. 4. iMovie/multimedia presentation demonstrating mastery of one of unit's enduring understandings. **CCS:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add

	interest. 5. Periodical response: Students will be randomly assigned an approved periodical and read an article that either supports or condemns modern labor unions. **CCS:** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. 6. Students will share their findings during a Harkness Circle to draw a conclusion about modern day labor unions. Instructional Strategies: Interdisciplinary Connections 1. Economics: Laissez Faire policy, Business Cycle, Variable v. stable minimum wage. Technology Integration

	1. OSHA regulations: mine safety regulation. 2. Film an interview between a reporter/mine worker and industrialist for perspective. 3. Video/film recreation of scene, filmmaking technique etc. Global Perspectives 1. Identify the advancements in worker safety in the United States compared to other nations.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving 1. Determine the impact of labor unions in regard to wages and profits. Communication and Collaboration Information Literacy 1. Students will bring in articles about working conditions around the world. Media Literacy Life and Career Skills 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy 1. Develop a more broad sense of the impact of the relationship between the work and the owners of industry. Civic Literacy Health Literacy Literature: 1. "Curious Adaptation of John Q" by Gavin Yamey. National Library of Medicine.: BJM Publishing 2002 2. "More Drama Added to Politics of Transplants" by Jeff Stryker. New York Times NYC, NY: 2002 3.

	CCS Reading: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Unit # 4: Immigration in American Film

Suggested films:

The Godfather, Part II **1974**
Far and Away **1992**

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Big Ideas: *Course Objectives / Content Statement(s)*
Immigration has been a "hot button" issue in American society since the first settlers arrived. While numerous groups of immigrants have arrived, Hollywood in the 20th century, focused on the European experience and portrayed the hardship, discrimination, success and joy in the process of either assimilating into American culture or holding onto parts of their ethnic identity.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. What are the reasons for people immigrating to the United States in the late 19th Century and early 20th Century? 2. What hardships did immigrants endure and how did they manage these hardships? 3. What was their process for assimilating to American culture and what contributions to the United States did they make? 4. How did immigrants of different nations react with one another?	Students will understand that… 1. People emigrated from Europe for a variety of reasons. 2. Each immigrant groups endured a different set of hardships and managed them in a variety of ways. 3. Each immigrant groups made valuable contributions to American culture during their assimilation process. 4. Determine the obstacles that immigrant groups experience today.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
6.1.12.CivicsDP.5.a 6.1.12.EconEM.5.a 6.1.12.GeoSV.3.a 6.1.12.HistoryUP.3.a: 6.1.12.HistoryCA.3.b:	Instructional Focus: 1. Motivation of immigrants. 2. Immigrant experiences. 3. Contributions of immigrants. Sample Assessments:

1. Identify key films about the immigrant experience and analyze their changing views towards immigration and immigrants. 2. Explain the impact the waves of immigrants had on American culture. 3. Analyze how international events impacted social trends in the United States. 4. Discuss how movies about immigration and immigrants emphasize the role of culture, neighborhood and ethnic unity. 5. Evaluate the extent to which nativism appears as a factor in the immigrant experience in these films.	1. Student Journal 2. Ellis Island – Immigrant Experience – Family history. 3. Interview a recent immigrant for their reasons for coming to the U.S., obstacles and contributions. 4. Ethnic breakfast/lunch representing a chosen ethnic background. 5. iMovie/multimedia presentation demonstrating mastery of one of unit's enduring understandings. 6. Group Project: Can the students solve the immigration issues that face our nation today. Research the issue, perspectives and design a solution to be presented to the class. 7. Harness Circle: Full Class discussion on prejudice and how it impacts the school environment including expectations that administration and teachers have for the students. Instructional Strategies: Interdisciplinary Connections 1. Nutrition – representing the diverse nutritional contribution of ethnic groups. Technology Integration 1. Research utilizing/evaluating web sites. 2. iMovie/multimedia presentation creating new ending/storyline Global Perspectives 1. Identifying the perspectives that immigrants have on the United States.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

1. Students will be able to express their ethnic background through nutrition

Critical Thinking and Problem Solving 1. Confront the stereotypes that immigration has on American perception.

Communication and Collaboration

Information Literacy

1. Web research- evaluation of how information portrayed in media

Media Literacy

1. Use of TV studio to conduct interviews or recreate scenes/analysis of important themes.

Life and Career Skills

21st Century Themes (as applies to content area):
Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy
1. Evaluate the value of immigrants/ immigration on the fabric of American culture.
Health Literacy- examine conditions of immigrants then/now

Resources/Literature:

1. "Godfather" in Tracey, Grant. Filmography of American History.Westport, Ct: Greenwood Press, 2002. Pp. 76-78
2. "Far and Away" in Roquemore, Joseph. History Goes to the Movies. New York: Doubleday, 1999. P 329. **CCS Reading:**
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Unit # 5: The Great Depression

Suggested Films: *Seabiscuit* 2003
Cinderella Man 2005

Standard 6.1
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Big Ideas: *Course Objectives / Content Statement(s)*
The Great Depression had numerous causes and impacted every single aspect of American society and social class. As portrayed in film, the economic distress either broke the individual or provided him/her with an opportunity to face obstacles and overcome those obstacles. Although the Great Depression had a detrimental impact on millions, there were those that rose above their circumstances and persevered through to become role models for American society.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How Does American culture define 'hero'? 2. How did the Great Depression contribute to cultural expression? 3. Charity and dignity must coexist simultaneously. 4. What role did the "Hero" play in American society during the Great Depression?	Students will understand that… 1. There are values unique to American culture? 2. Adversity can breed/foster resilience. 3. Individuals and groups have a responsibility to contribute to the well being of society. 4. How does our national history of Social Darwinism contribute toward the prejudice that children raised in poverty experience?
Areas of Focus: Proficiencies	**Examples, Outcomes, Assessments**

(Cumulative Progress Indicators)	

Students will:
6.1.12.GeoHE.9.a
6.1.12.EconNE.9.a
6.1.12.EconNE.9.d
6.1.12.HistoryUP.9.a
6.1.12.EconNE.10.b:

1. Analyze and assess the idea of escapism in the films of the 1930's and 1940's and explain why escapism became popular in the arts.
2. Judge the impact of censorship on the film industry.
3. Analyze the impact of the Great Depression on the American family, migratory groups and ethnic and racial minorities.

Instructional Focus:
1. Escapism
2. Censorship
3. American Family

Sample Assessments:
1. Student Journal
2. Student Interviews with Depression Era survivors.
3. Students role-play a variety of roles of people from the Depression Era.
4. Design solutions to meet the needs of society.
5. TV Studio Debate the impact of New Deal programs.
6. iMovie/multimedia presentation explaining relevance(lack thereof) of New Deal to today's current economic and political challenges.
6. Harkness Circle: Read articles that debate the modern day 'entitlement' debate and write a silent debate about specific programs.
7. Haiku discussion: What is working and are their any more effective solutions to poverty?

Instructional Strategies:

Interdisciplinary Connections

1. Economics: Business cycle, pump priming. Evaluate appropriate role of gov. in economic affairs.

Technology Integration

1. Role Play utilizing the TV studio
2. Set up blog for students to debate effectiveness of New Deal.

Global Perspectives

1. International events impact American economy.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

1. Student designed scripts for role-playing.

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

1. Use of TV studio for debate.
2. Multimedia/Podcast explaining media's importance to politicians delivering message (then/now).
3. Additional films to view:
- A Place at the Table 2001
- The Pursuit of Happiness (2206) - Homeless to Harvard: The Liz Murray Story (2003)

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

1. Business Cycle, Government involvement in the economy.

Civic Literacy

1. Public and Private charity.

Health Literacy

1. Nutrition

Resources/Literature:

1. "Chapter 2 – Political Movies in the Early Thirties" in Christensen, Terry. Reel Politics: American Political Movies from "Birth of a Nation" to "Platoon". New York: Basil Blackwell, 1987. Pp. 27-31
2. Censorship codes in Christenson, Terry. Reel Politics: American Political Movies from "Birth of a Nation" to "Platoon". New York: Basil Blackwell, 1987. Pp. 39-41

	CCS Reading: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Unit # 6: World War II in Popular Film

Suggested Films: *Saving Private Ryan* 1998 *Midway* 2019

***Pearl Harbor* 2001**

Standard 6.1

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Big Ideas: *Course Objectives / Content Statement(s)*

World War II has a definitive place in history. It represents a moment when young men confronted an evil enemy and overcame adversity while bonding in challenging circumstances and achieving success. All the while there were challenges on the home front for families to face. When the war was finally over and the heroes" returned home there were new challenges to confront with the adjustment for the servicemen and their families.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How does the political, economic and social atmosphere in the country and Hollywood influence film? 2. Can Hollywood be an agent for social change? 3. How does the definition of 'hero' change over time?	Students will understand that… 1. How do films made about a specific time period made at different times influence public opinion about that event? 2. Hollywood's ability to portray the role of women and minorities impacts public opinion. 3. Public perception and values reflect the time period. 4. How does the role of women change as result of their life experience on the home front during the war.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: 6.1.12.CivicsHR.11.a 6.1.12.HistoryCC.11.a: 6.1.12.HistoryCC.11.b	Instructional Focus: 1. Life on the Home Front. 2. Portrayal/treatment of minorities. 3. D-Day invasion and censorship.

6.1.12.HistoryUP.11.b: 1. Analyze movies about World War II and how these movies reflected the times in which they were made. 2. Discuss how dominant political beliefs in Hollywood influenced its stereotypes (or lack thereof) of Nazis and Communists during World War II. 3. Analyze how changing attitudes towards war have influenced films about World War II. 4. Identify and explain key themes of World War II combat films. 5. Analyze and explain how films portrayed life on the home front. 6. Evaluate the impact of current events and contemporary culture values on Hollywood's portrayal of World War II.	4. Portrayal of World War II over the span of decades. 5. Portrayal of the Holocaust as experienced by the GI's. Sample Assessments: 1. Student Journal 2. Response Essay: How are the D-Day invasion portrayed in the three films "The Longest Day", "Saving Private Ryan" and "Band of Brothers" and what is the impact of the Hayes Code throughout. **CCS Writing:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
	3. Life of the Home Front breakfast/lunch. 4. Interviews with veterans- record and create iMovie/Podcast/multimedia if possible. 5. Propaganda poster activity: students analyze propaganda posters to determine their effectiveness in getting the public to participate in the total war effort. **CCS:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source Instructional Strategies: Interdisciplinary Connections: Economics of war. Media Literacy: Role of propaganda- examine Hollywood as vehicle for promoting war effort- compare to other countries. War as portrayed in media/literature

	Technology Integration 1. Use of TV Studio to film living history library of veteran's experiences as well as life on the home front. Global Perspectives 1. Holocaust awareness 2. Examine global nature of war (i.e. Soviet/Chinese dead and wounded).

Unit # 7: The 50's – Perfection or Perturbed?

Suggested films: *School Ties* 1992 *Pleasantville* 1998 *Rebel without a Cause* 1955

Standard 6.1

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Big Ideas: *Course Objectives / Content Statement(s)*

The conformity of the 1950's lead to radical change in the 1960's. The onset of the Red Scare and the shift to individualism as well as the focus on youth created a culture of paranoia that bore itself out in youth acting out their teen angst and the government conducting hearings on suspected communist infiltration.

Racial and religious tension was about to hit an all-time high with the future 1960's civil rights movement. The 1950's depiction of conformity will lead to differing views of those who were not part of that conformed society.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. How does conformity foster paranoia? 2. How can democracy endure and flourish when civil liberties are curtailed? 3. Are gender roles stagnant or can they shift? 4. What is life like for those who do not conform? 5. Is it alright to conform out of necessity and not desire?	Students will understand that… 1. The 1950's transitioned the nation from group thinking to individual expression. 2. Challenging authority is not a threat to democracy but a guarantee that it will perpetuate. 3. Society changes and shifts and the framework of government is flexible enough to bear such.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus:

6.1.12.GeoPP.13.a: 6.1.12.HistoryCC.13.b 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.13.a 1. Examine movies about the 1950's and critique whether these films reflect a society that is perfect or perturbed. 2. Analyze films about the 1950's and identify and explain themes and issues such as rebellion and the dysfunctional family. 3. Describe how the youth lifestyle shaped an influenced the social and cultural trends of the 1950's. 4. Discuss the impact of the post-World War II economy on popular culture. 5. Examine the cultural landscape of the 1950's and draw conclusions about the shift from conservative to more liberal values.	1. Communism v. McCarthyism. 2. Conformity and paranoia. 3. Youth Culture and self expression 4. Conformity vs. Social Awareness Sample Assessments: 1. Student Journal 2. Student interviews 3. Movie Questions 4. Poster on conformity v. rebellion 5. Examine court cases that supported self expression versus conformity. 6. Compare the HUAC to the Patriot Act and the long term implications.

	7. Essay Writing Instructional Strategies: Interdisciplinary Connections- examine use of music/fashion to portray conformity or challenge it. Technology Integration 1. TV studio – students will interview people who grew up during the 1950's- evaluate how their experience relates to that portrayed in films. Global Perspectives 1. The role of the U.S. and its social influence. Trends established in 1950s foreign intervention, American exports from wheat to rock and roll- their impact of world.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation 1. Poster/media on comparing conformity and rebellion. Critical Thinking and Problem Solving 1. Evaluate the McCarthy hearings. Communication and Collaboration 1. Students will work in groups on posters depicting historic/current interpretations of McCarthy's hearings. **CCS:** Integrate multiple sources of

	information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source Information Literacy Media Literacy 1. TV Studio interviews 2. Life and Career Skills Evaluating Advertising 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy 1. Compare the social and political themes from the American Revolution to the social and political themes of the 1950's. 2. Does self- expression threaten the political norm? **CCS**: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Health Literacy Resources/Literature: 1. "Chapter 8: Beyond HUAC _ Centrist Politics in the Fifties." in Christensen, Terry. Reel Politics: American Political Movies from "Birth of a Nation" to "Platoon". New York: Basil Blackwell, 1987. Pp. 97-101 2. "Rebel Without a Cause" in Tracey, Grant. Filmography of American History. Westport, CT: Greenwood Press, 2002..pp. 164-166.

	3. "Pleasantville" in Tracey, Grant. Filmography of American History. Westport, CT: Greenwood Press, 2002..pp. 188-190 **CCS Reading**: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

Unit # 8: Racism and the Treatment of Minorities.

Suggested Films:

***Malcolm X* 1992**
***Remember the Titans* 2000**
***42* 2013**
***Selma* 2014**
***Hidden Figures* 2016**

Standard 6.1
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Big Ideas: *Course Objectives / Content Statement(s)*
Stereotypes, ignorance and prejudice lead to discrimination and create a culture of racism. Over the course of American history African Americans have been stereotyped which has lead to racism. Hollywood has contributed to this but has also created films that have confronted racism, which has brought about a social conversation that has lead to the reduction of racism in society.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

1. How are minorities stereotyped in American society and Hollywood? 2. How do we change stereotypes on order to recover from the racism in society and Hollywood? 3. Can minorities gain political, economic and social equality when hate groups still exist? 4. Is racism constant throughout our history? Why? 5.	Students will understand that… 1. The development of stereotypes is based on fear and ignorance. 2. That confronting our own prejudices we can alter our perceptions and thus reduce racism. 3. Social and political change must go hand in hand to achieve parity.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus:

6.1.12.EconEM.13.a 6.1.12.HistoryCC.13.a 6.1.12.HistoryCC.13.c: 6.1.12.HistorySE.14.a: 6.1.12.EconET.14.b 1. Reflect on films concerning race relations and analyze Hollywood's treatment of minorities 2. Describe key aspects of the race, culture, and society of the 1960's and 1970's as related to the portrayal of minorities in films of that decade. 3. Evaluate in what areas minorities achieved parity and/or advancement as shown in the films (economic, political, social, cultural, or other. Evaluate what elements of race relations are focused on in the films (segregation, discrimination, employment, political agency, etc). 4. Analyze how United States domestic policies on civil rights is depicted in film.	1. Stereotypes 2. Portrayal of minorities by Hollywood 3. Impact that film stereotypes have on public perception. Sample Assessments: 1. Student Journal 2. Read the account of the Newark riots of 1967 at www.67riots.rutgers.edu and write a response: Were the riots and looting justified in that time period? 3. Harkness Circle: admitting prejudices and how do we confront our own bias. **CCS**: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task 4. Research hate groups: utilize the FBI website on hate/terrorist groups. 5. Video/film of Student-student

	interviews regarding stereotyping, prejudice and solutions. Instructional Strategies: Interdisciplinary Connections Technology Integration 1. TV studio/video for student interviews. iMovie/multimedia presentation demonstrating mastery of select enduring understanding(s). Global Perspectives 1. How does the world perceive racism in American society?
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: Creativity and Innovation

	Critical Thinking and Problem Solving 1. Designing solutions to confront racism and prejudice in society. Communication and Collaboration 1. Class discussion. Information Literacy 1. Use of web sites. Media Literacy 1. Use of TV studio as well as web sites. Life and Career Skills 1. The confrontation and eventual reduction of prejudice and discrimination. 21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy 1. What is the philosophy of American citizenship and how is it applied in reality? 2. How are the ideals of the Preamble to the Constitution portrayed in American society in light of racism and discrimination? Health Literacy Resources/Literature: 1. "Malcolm X" by Clayborne Carson. Past Imperfect: History According to the Movies. Mark C. Carnes, editor. New York: Henry Hold and Company, 1995. Pp. 178-283. 2. "Mississippi Burning" (with Malcolm X) in Roquermore, Joseph. History Goes to the Movies. New York: Doubleday, 1999. Pp. 255-257. 3. "Malcolm X" in Sanello, Frank. Reel v Real: How Hollywood Turns Fact into Fiction. New York: Taylor Trade Publishing, 2003. Pp. 212-217. 4. "Malcolm X" in Tracey Grant. Filmography of American History.Westport, CT: Greenwood Press, 2002. P. 196-198. **CCS Reading:**

	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.