Summit Public Schools  
Summit, New Jersey  
Film and History – Social Studies  
Open to Juniors and Seniors  
1 Semester

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 (in their entirety or selected excerpts) about the United States during the 20th century and early 21st century. This 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 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 how Hollywood influences our perception of historical events.

<table>
<thead>
<tr>
<th>Standard 6.1 Film and History</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Big Ideas: Course Objectives / Content Statement(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Essential Questions</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>What provocative questions will foster inquiry, understanding, and transfer of learning?</strong></td>
</tr>
<tr>
<td>2. What was the impact of technical advancements and the transition to sound and color in film?</td>
</tr>
<tr>
<td>3. How does the political, social and economic atmosphere in the country and Hollywood influence film?</td>
</tr>
<tr>
<td>4. How are the roles of women and minorities portrayed and how are these roles transformed during the 20th Century?</td>
</tr>
<tr>
<td>6. How do films made about a specific time period made at different times influence public opinion about that event?</td>
</tr>
<tr>
<td>7. How can Hollywood be an agent for social change?</td>
</tr>
</tbody>
</table>
**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 transition from silent films to sound reflected a technological breakthrough that would have a profound impact on American society.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What provocative questions will foster inquiry, understanding, and transfer of learning?</em></td>
<td><em>What will students understand about the big ideas?</em></td>
</tr>
</tbody>
</table>
| 6.1.12.D.4.c  
6.1.12.A.4.d  
6.1.12.C.4.b | Students will understand that… |
| 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. | 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.D.4.c  
6.1.12.A.4.d  
6.1.12.C.4.b | Instructional Focus:  
1. Ideals and stereotypes of groups and individuals.  
2. Social impact of film  
3. Technological advancement.  

Explain the transition from silent films to synchronous sound and identify key films of the early Hollywood era.  

Sample Assessments:  
1. Student journal  
2. Classroom discussion |
| Analyze how early films influenced popular opinion. | 3. Response essay: How does Hollywood portray stereotypes and how does American public opinion respond? |
| Identify and explain ideals (sexual, economic etc.) presented by early Hollywood. | 4. Design dialogue for one scene from “Birth of a Nation”. |
| Discuss the revolutionary changes in entertainment and calculate how whose changes impacted future entertainment. | 5. Design a chart of all of the technological advancements in both “Birth of a Nation” and “Singing in the Rain”. |

**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)
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. 
Unit # 2: The Western Frontier

Suggested films: Oklahoma 1955
The Alamo (John Wayne) 1960
The Alamo 2004
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.

Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?

1. How was the Western Frontier portrayed?
2. How did Western expansion foster conflict?
3. How were stereotypes of Native Americans developed by Hollywood?

Enduring Understandings
What will students understand about the big ideas?

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.

Areas of Focus: Proficiencies
Examples, Outcomes, Assessments
Students will:

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.
4. Identify and explain changing stereotypes of Native Americans presented by Hollywood.
5. Justify or condemn the role film has in creating stereotypes of the frontier.

Instructional Focus:
1. Presentation by Hollywood of the West and the Frontier.
2. Development of stereotypes.
3. Inevitable conflict as a result of western settlement.

Sample Assessments:
1. Student journal
2. Discussion on accuracy of the development of stereotypes based on the actors used over time.
3. Response essay: How does the political and social atmosphere in the country and Hollywood over time influence film?
4. iMovie/multimedia presentation demonstrating mastery of one of unit’s enduring understandings.

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?

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:

Unit # 3: Working Class

Suggested Films:  
- *Molly Maguires* (set in 1876) 1970  
- *Matewan* (set in 1920’s) 1987  
- *Newsies* 1992  
- *October Sky* (set in 1950’s) 1999

**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)

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 worker and owners of industry were inevitable as a result. The role and impact of government changed over the course of time as well.

**Essential Questions**

What provocative questions will foster inquiry, understanding, and transfer of learning?

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?

**Enduring Understandings**

What will students understand about the big ideas?

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?

**Areas of Focus: Proficiencies**  
(Cumulative Progress Indicators)

- 6.1.12.A.5.a  
- 6.1.12.B.5.b  
- 6.1.12.C.5.a  
- 6.1.12.C.5.a  
- 6.1.12.D.5.b  
- 6.1.12.D.5.d

1. Discuss how the Working Class is portrayed in film and how that portrayal changed throughout the
<table>
<thead>
<tr>
<th>20th Century.</th>
<th>1. Student journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Analyze how the political situation in Hollywood may have influenced its</td>
<td>2. Continuation of the stereotypes lists.</td>
</tr>
<tr>
<td>portrayal of the working class.</td>
<td>3. Comparisons of conditions of workers today i.e. day</td>
</tr>
<tr>
<td></td>
<td>laborers.</td>
</tr>
<tr>
<td>3. Interpret the appeal of the wealthy lifestyle on working class families</td>
<td>4. iMovie/multimedia presentation demonstrating mastery</td>
</tr>
<tr>
<td>and analyze if the “American Dream” plays a role in movies about the</td>
<td>of one of unit’s enduring understandings.</td>
</tr>
<tr>
<td>working class.</td>
<td></td>
</tr>
<tr>
<td>4. Evaluate the accuracy of Hollywood’s portrayal of the working class and</td>
<td>Instructional Strategies:</td>
</tr>
<tr>
<td>their life conditions.</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td></td>
<td>1. Economics: Laissez Faire policy, Business</td>
</tr>
<tr>
<td></td>
<td>Cycle, Variable v. stable minimum wage.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The following skills and themes listed to the right should be reflected in</td>
<td>Technology Integration</td>
</tr>
<tr>
<td>the design of units and lessons for this course or content area.</td>
<td>1. OSHA regulations: mine safety regulation.</td>
</tr>
<tr>
<td></td>
<td>2. Film an interview between a reporter/mine worker</td>
</tr>
<tr>
<td></td>
<td>and industrialist for perspective.</td>
</tr>
<tr>
<td></td>
<td>3. Video/film recreation of scene, filmmaking</td>
</tr>
<tr>
<td></td>
<td>technique etc.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Perspectives</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td></td>
<td>1. Identify the advancements in worker safety in</td>
</tr>
<tr>
<td></td>
<td>the United States compared to other nations.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Skills:</td>
<td>21st Century Skills:</td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td></td>
<td>1. Determine the impact of labor unions in regard</td>
</tr>
<tr>
<td></td>
<td>to wages and profits.</td>
</tr>
<tr>
<td></td>
<td>Communication and Collaboration</td>
</tr>
<tr>
<td></td>
<td>Information Literacy</td>
</tr>
<tr>
<td></td>
<td>1. Students will bring in articles about</td>
</tr>
<tr>
<td></td>
<td>working conditions around the world.</td>
</tr>
<tr>
<td></td>
<td>Media Literacy</td>
</tr>
<tr>
<td></td>
<td>Life and Career Skills</td>
</tr>
<tr>
<td>21st Century Themes (as applies to content area):</td>
<td>21st Century Themes (as applies to content area):</td>
</tr>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
<td>Financial, Economic, Business, and Entrepreneurial</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
</tr>
<tr>
<td></td>
<td>1. Develop a more broad sense of the impact of</td>
</tr>
<tr>
<td></td>
<td>the relationship between the work and the owners</td>
</tr>
<tr>
<td></td>
<td>of industry.</td>
</tr>
<tr>
<td></td>
<td>Civic Literacy</td>
</tr>
</tbody>
</table>
Health Literacy

Literature:
Unit # 4: Immigration in American Film

Suggested films:
- *The Godfather, Part II* 1974
- *Hester Street* 1974
- *Avalon* 1990
- *Far and Away* 1992

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)**

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?

1. What are the reasons for people immigrating to the United States in the late 19th Century and early 20th Century?
2. What hardship did they 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?

**Enduring Understandings**

What will students understand about the big ideas?

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.

**Areas of Focus: Proficiencies**

(Cumulative Progress Indicators)

- 6.1.12.D.5.d
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

**Examples, Outcomes, Assessments**

**Instructional Focus:**

- Motivation of immigrants.
- Immigrant experiences.
- Contributions of immigrants.

**Sample Assessments:**

- Student Journal
<table>
<thead>
<tr>
<th>Social Trends in the United States</th>
<th>Ellis Island – Immigrant Experience – Family History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss how movies about immigration and immigrants emphasize the role of culture, neighborhood and ethnic unity.</td>
<td>Interview a recent immigrant for their reasons for coming to the U.S., obstacles and contributions.</td>
</tr>
<tr>
<td>Evaluate the extent to which nativism appears as a factor in the immigrant experience in these films.</td>
<td>Ethn之城 breakfast/lunch representing a chosen ethnic background.</td>
</tr>
<tr>
<td>iMovie/multimedia presentation demonstrating mastery of one of unit’s enduring understandings.</td>
<td></td>
</tr>
</tbody>
</table>

**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

Health Literacy - examine conditions of immigrants then/now

Resources/Literature:
**Unit # 5: The Great Depression**

**Suggested Films:** *Cinderella Man 2005*  
*Grapes of Wrath 1940*  
*My Man Godfrey 1936*

---

**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.

---

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What provocative questions will foster inquiry, understanding, and transfer of learning?</em></td>
<td><em>What will students understand about the big ideas?</em></td>
</tr>
</tbody>
</table>
| 1. How Does American culture define ‘hero’?  
2. How did the Great Depression contribute to cultural expression?  
3. Charity and dignity must coexist simultaneously. | 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. | |

---

<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Instructional Focus:</td>
</tr>
</tbody>
</table>
| 6.1.12.A.8.a  
6.1.12.B.8.a  
6.1.12.A.9.a  
6.1.12.B.9.a | 1. Escapism  
2. Censorship  
3. American Family |
<table>
<thead>
<tr>
<th>Sample Assessments:</th>
<th>1. Student Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>2. Judge the impact of censorship on the film industry.</td>
<td></td>
</tr>
<tr>
<td>3. Analyze the impact of the Great Depression on the American family, migratory groups and ethnic and racial minorities.</td>
<td></td>
</tr>
<tr>
<td>3. Students role-play a variety of roles of people from the Depression Era.</td>
<td></td>
</tr>
<tr>
<td>4. Design solutions to meet the needs of society.</td>
<td></td>
</tr>
<tr>
<td>5. TV Studio Debate the impact of New Deal programs.</td>
<td></td>
</tr>
<tr>
<td>6. iMovie/multimedia presentation explaining relevance(lack thereof) of New Deal to today's current economic and political challenges.</td>
<td></td>
</tr>
</tbody>
</table>

### Instructional Strategies:

#### Interdisciplinary Connections


#### 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). |
| Life and Career Skills |

---

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

Civic Literacy
1. Public and Private charity.

Health Literacy
1. Nutrition

Resources/Literature:
Unit # 6: World War II in Popular Film

Suggested Films: *The Longest Day* 1962  
*Saving Private Ryan* 1998  
*Band of Brothers* 2001  
*Best Years of Our Lives* 1946

**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)*
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?

| 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? |

**Enduring Understandings**
What will students understand about the big ideas?

| 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. |

**Areas of Focus: Proficiencies**
(Cumulative Progress Indicators)

| Students will:  
6.1.12.A.11.c  
6.1.12.B.11.a  
6.1.12.C.11.a  
6.1.12.C.11.b  
6.1.12.D.11.a  
6.1.12.D.11.c |

**Examples, Outcomes, Assessments**

| Instructional Focus:  
1. Life on the Home Front.  
2. Portrayal/treatment of minorities.  
3. D-Day invasion and censorship.  
4. Portrayal of World War II over the span of decades. |
| 1. Analyze movies about World War II and how these movies reflected the times in which they were made. | Sample Assessments: |
| 2. Discuss how dominant political beliefs in Hollywood influenced its stereotypes (or lack thereof) of Nazis and Communists during World War II. | 1. Student Journal |
| 3. Analyze how changing attitudes towards war have influenced films about World War II. | 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. |
| 4. Identify and explain key themes of World War II combat films. | 3. Life of the Home Front breakfast/lunch. |
| 5. Analyze and explain how films portrayed life on the home front. | 4. Interviews with veterans- record and create iMovie/Podcast/multimedia if possible. |
| 6. Evaluate the impact of current events and contemporary culture values on Hollywood’s portrayal of World War II. |  |

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

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

Suggested films:  
- The Front (McCarthyism) 1976
- Good Night and Good Luck 2005
- Rebel Without a Cause 1955
- Pleasantville 1998

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 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.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
</tbody>
</table>
| 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? | 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:  
- 6.1.12.A.12.a  
- 6.1.12.C.12.b  
- 6.1.12.C.12.c  
- 6.1.12.D/12.b  
1. Examine movies about the 1950’s and critique whether these films reflect a society

Instructional Focus:  
- 2. Conformity and paranoia.  
- 3. Youth Culture and self expression
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.

<table>
<thead>
<tr>
<th>Sample Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Journal</td>
</tr>
<tr>
<td>2. Student interviews</td>
</tr>
<tr>
<td>3. Poster on conformity v. rebellion</td>
</tr>
<tr>
<td>4. Examine court cases that supported self expression versus conformity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Connections- examine use of music/fashion to portray conformity or challenge it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TV studio – students will interview people who grew up during the 1950's- evaluate how their experience relates to that portrayed in films.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Global Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>21st Century Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will work in groups on posters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Literacy</td>
</tr>
<tr>
<td>1. TV Studio interviews</td>
</tr>
<tr>
<td>2. Life and Career Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluating Advertising</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>21st Century Themes (as applies to content area):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Civic Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare the social and political themes from the American Revolution to the social and political themes of the 1950’s.</td>
</tr>
<tr>
<td>2. Does self expression threaten the political norm?</td>
</tr>
</tbody>
</table>
Health Literacy

Resources/Literature:
Unite # 8: Racism and the Treatment of Minorities.

Suggested Films:  
- Tuskegee Airmen 1995
- Guess Who’s Coming to Dinner 1967
- Malcolm X 1992
- Autobiography of Miss Jane Pittman 1974

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?

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?

Enduring Understandings
What will students understand about the big ideas?

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.
<table>
<thead>
<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Sample Assessments: 1. Student Journal  2. Read the account of the Newark riots of 1967 at <a href="http://www.67riots.rutgers.edu">www.67riots.rutgers.edu</a> and write a response: Were the riots and looting justified in that time period?  3. Class discussion admitting prejudices.  4. Research hate groups: utilize the FBI website on hate/terrorist groups.  5. Video/film of Student-student interviews regarding stereotyping, prejudice and solutions.</td>
</tr>
</tbody>
</table>

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?  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 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:
**Unit # 9: Vietnam: How Hollywood Views the War and its Impact.**

**Suggested Films:**  *The Green Berets* 1968  
*Apocalypse Now* 1979  
*Platoon* 1986  
*We Were Soldiers Once* 2002  
*The Fog of War* 2003

| 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)*  
Public perception of war changes over the course of time. The war in Vietnam became controversial for many reasons: from the lack of knowledge regarding the country, the lack of information distributed, the escalation and inability of the public opinion to support a war that seemed to have no end. Film makers have portrayed the war from different perspectives over the course of decades

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
</tbody>
</table>
| 1. How is war depicted differently over decades?  
2. Is war justified and when?  
3. Was the United States right or wrong in its participation in Vietnam? | Students will understand that…  
1. Upon whom did each film portray the fault in the loss of the war?  
2. There are justified reasons for war that are universally held.  
3. Military, government and civilian goals are not necessarily in harmony. |
| Areas of Focus: Proficiencies  
(Cumulative Progress Indicators) | Examples, Outcomes, Assessments |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Instructional Focus:</td>
</tr>
<tr>
<td>6.1.12.D.15.b</td>
<td>3. The way the Pentagon, officers and soldiers were depicted and the messages sent as a result.</td>
</tr>
<tr>
<td>6.2.12.D.3.d</td>
<td>Sample Assessments:</td>
</tr>
<tr>
<td>1. Analyze and compare director's views of the war in Vietnam.</td>
<td>2. Research newspapers for how the war was explained and depicted.</td>
</tr>
<tr>
<td>2. Discuss how our views of the war in Vietnam changed and explain the influence of film on those changing views.</td>
<td>3. Interview with a veteran.</td>
</tr>
<tr>
<td>3. Compare the impact of the war in Vietnam on American society to that of wars previously studied.</td>
<td>4. Assume the identity of one character from a film and write 3 letters home describing your experience.</td>
</tr>
<tr>
<td>4. Compare the portrayal of the combat experience in Vietnam to that of World War II.</td>
<td>Instructional Strategies:</td>
</tr>
<tr>
<td>5. Evaluate the role of the United States in world events as portrayed in Hollywood films and draw conclusions about the validity of each portrayal.</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>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.</td>
<td>Technology Integration</td>
</tr>
<tr>
<td>1. Language arts: writing.</td>
<td>1. TV Studio interview to continue the development of a living history library.</td>
</tr>
<tr>
<td>Technology Integration</td>
<td>2. iMovie/multimedia presentation demonstrating mastery of select enduring understanding(s).</td>
</tr>
<tr>
<td>1. Language arts: writing.</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>2. Research newspapers for how the war was explained and depicted.</td>
<td>1. How does the world perceive the United States?</td>
</tr>
<tr>
<td>3. Interview with a veteran.</td>
<td>21st Century Skills:</td>
</tr>
<tr>
<td>4. Assume the identity of one character from a film and write 3 letters home describing your experience.</td>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td>1. Assuming a role of a veteran and writing in their words based on the films and media research.</td>
<td>1. Making judgments about the role and actions of the government in a critical time.</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Communication and Collaboration</td>
</tr>
<tr>
<td>1. Making judgments about the role and actions of the government in a critical time.</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>Communication and Collaboration</td>
<td>1. Researching newspaper archives.</td>
</tr>
</tbody>
</table>
Media Literacy
1. Use of TV studio.
   Life and Career Skills

21st Century Themes (as applies to content area):
Financial, Economic, Business, and Entrepreneurial Literacy
Civic Literacy
1. The role of the citizen in government.
Health Literacy

Resources/Literature:
7. “Chapter 17: The New Patriotism” in Christensen, Terry. Reel Politics:
|---|---|
Unit # 10: Hollywood and Politics

Suggested films:

- Mr. Smith Goes to Washington 1939
- Gentleman’s Agreement 1947
- The Candidate 1972
- The Missiles of October 1974
- All the President’s Men 1976
- The China Syndrome 1979
- Philadelphia 1993

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 political and social culture of the United States requires that the individual participate in government and have an ongoing role in politics and society. Hollywood has taken upon itself a similar role and comments, through film, on the political, social and economic events in the nation.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
<tr>
<td>1. What is the impact of special interest groups on social change?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>2. Who has a legitimate stake in criticizing the government?</td>
<td>1. Does Hollywood have a legitimate role in social commentary?</td>
</tr>
<tr>
<td>3. Should there we watch dog groups to ensure the honesty of government?</td>
<td>2. A variety of special interest groups exist and for different purposes.</td>
</tr>
<tr>
<td></td>
<td>3. A republican democracy is not a perfect system and must be held accountable.</td>
</tr>
</tbody>
</table>
### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

**Students will:**
- 6.2.12.D.3.a
- 6.1.12.A.10.c
- 6.1.12.A.11.e
- 6.1.12.C.11.b

1. Examine how Hollywood views the political process.
2. Identify films that involve social commentary and explain how Hollywood can be an agent for social change.
3. Evaluate in what ways Hollywood moviemakers consider themselves to be part of the political process.
4. Justify or condemn the role of Hollywood moviemakers in the political process.

### Instructional Focus:

1. The interest that Hollywood has in the politics of the country.
2. The activities of special interest groups in the political process.
3. Monitoring government to ensure honesty.

### Sample Assessments:

1. Student journal.
2. Newspaper and television reporting research.
3. Critiques of films for their criticism of government.
4. Interview a local or state official regarding a pertinent issue of the day.

### Instructional Strategies:

#### Interdisciplinary Connections
- Role of “art” in creating and selling image/propaganda.

#### Technology Integration

1. Use of media research for informing narrative.
2. iMovie/multimedia presentation demonstrating mastery of select enduring understanding(s).

#### Global Perspectives

1. How the United States views the world.

---

### Examples, Outcomes, Assessments

#### 21st Century Skills:

**Creativity and Innovation**

1. Students will take an active role in a timely issue.

**Critical Thinking and Problem Solving**

1. Students will determine if government is meeting the needs of the citizenry.

**Communication and Collaboration**

1. Class discussion for sharing of research.

**Information Literacy**

- Media Literacy
- Life and Career Skills

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

Civic Literacy
1. Students will take an active role in an issue and employ the use of a elected official’s office to obtain information and make a determination on an issue.

Health Literacy

Resources/Literature:
Media Literacy Skills

Students will be able to:

• Consume and produce various forms of media (film, television, radio, internet, etc.) as a 21st century tool to think critically and problem solve.
• Formulate questions and hypotheses from multiple perspectives, using multiple sources.
• Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
• Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
• Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.
• Determine whose point of view matters
• Determine how one can locate legitimate sources of information
• Analyze varying perspectives on the meaning of historical events.
• Ascertain credible and questionable sources of information about historical and contemporary events
• Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper and television polls) and how public opinion can be influenced by the government and the media.
• Examine ways how can citizens and groups participate effectively in the democratic process
• Understand how the U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures.