

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

History Through the Media

Grade Level: 10-11

Date of Board Approval: _____ 2019 _____

Planned Instruction

Title of Planned Instruction: History Through Media

Subject Area: Social Studies **Grade(s):** 10-12

Course Description:

If “Hollywood” history is the main conduit through which many young people will see the past, then History Through Media should help guide students on the visual journey that will allow students to identify the role of motion pictures as a motivating factor in formulating opinions on the heritage of our past. The course will be concerned with the critical analysis of historical data in commercially produced feature films directed primarily or in part at an American audience. The term “Hollywood” should be considered as a generic, not a geographic, term and be applicable to on-location, overseas, and international productions as well as those produced in the traditional Hollywood studio system. Curriculum may include made-for-television movies and miniseries as well as theatrical features. Students via writing assignments will evaluate the accuracy of events, personages, eras, and epochs, and other cultural details of the period covered.

Time/Credit for the Course: 1 Semester, ½ credit

Curriculum Writing Committee: D. Gonzalez

Curriculum Map

Unit 1: Ancient Rome

Overview with time range in days: 3 weeks

Goals:

Students will understand:

- The Roman Republic
 - Early History and Etruscan Rule
 - Emergence of Roman State, Government, the role of the Senate, Patricians and Plebeians
- The Colosseum
 - History of the Colosseum including: architecture, seating and tickets
 - Roman Ingenuity: Ocean Battles in the Colosseum?
 - History of Gladiators
 - Fighting types and styles
 - Life and times
 - The games as propaganda
 - Venatores and Wild Beast Hunts
- The Roman Army in the Late Republic
 - Legions (legio)
 - Standards (signa) and Military Organization
 - officers, generals
 - Legates and military tribunes
 - Centurions
 - The Praetorian Guard
 - Legionary Armor
 - Punishments and Rewards
 - Punic Wars and Hannibal
 - Revolt of Spartacus
 - Rise of Julius Caesar
 - History of Notable Emperors
 - Nero
 - Caligula
 - Claudius
 - Marcus Aurelius
 - Commodus
 - Constantine and Conversion to Christianity
 - Death of Games

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Unit 2: Medieval Europe and the Dark Ages

Overview with time range in days: 4 weeks

Goals:

Students will understand:

- Western Europe following the fall of the Roman Empire
 - Dark Ages (400 to 1000)
 - Barbarian Invasions
 - Decline of Trade
 - Robbers and Bandits
 - Reading and writing are neglected
 - Loss of scientific and medical knowledge
 - Deterioration of Society
 - Rule of Charlemagne
 - Norsemen and Scandinavian Society
 - Norse Expeditions to North America
 - Viking Epics
 - Role of Women in Scandinavian society
 - Feudal Society
 - Expansion of the Monarchy and development of nation-states
 - Role of Catholic Church in Daily life
 - Chivalric Orders and their role in society
 - Black Death and Medical Maladies of the Middle Ages
 - Later Middle Ages (1000 to 1400)
 - Crusades and Holy Expeditions
 - Wars of Scottish Independence
 - Expansion of the Monarchy and development of nation-states
 - Role of Catholic Church in Daily life
 - Chivalric Orders and their role in society
 - Black Death and Medical Maladies of the Middle Ages
 - Birth of the Renaissance

Unit 3: The Holocaust in Film

Overview with time range in days: 2 weeks

Goals:

Students will understand:

- Great Depression in Germany and Birth of Fascism
- Psychology of Fear
- Rise of the Third Reich
- Nazi Propaganda
- Political shortcomings of Weimar Republic
- Building a Racial State
- Anti-Semitism
 - Nuremberg Laws
 - Jewish businesses forcibly Aryanized
 - Kristallnacht

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- Jehovah's Witnesses and the Holocaust
- Life in Warsaw/Krakow Ghetto
- From Murder to Genocide
 - Einsatzgruppen
 - Wannsee Conference and the "Final Solution"
 - The Death Camps
 - Auschwitz
 - Experimentation / Euthanasia
- Jewish Revolt
- Death Marches
- Holocaust Denial
- Aftermath

Unit 4: Pre 1900 America: From Colonies to Empire **Overview with time range in days: 2 weeks**

Goals:

Students will understand:

- Colonial America
 - Jamestown
 - Puritan New England
 - Salem Witch Trials
- The American Revolution
 - A country torn between war and peace
 - Major battles and strategies
 - Key Figures
 - Symbolism
 - Foreign Alliances
 - Cause-Effect-Outcome
- America and the West
 - Expansion and the "Exodusters"
 - Immigration
 - City Life and Political Bosses
 - The Homestead Act
 - Life on the Great Plains and the West
 - Railroads
 - Mining Towns
 - Pioneers
 - Outlaws and Marshalls
 - Interactions with Natives
 - Dispelling the "Wild Wild West"
 - The American Civil War
 - Major Battles
 - Individuals
 - Medical Care
 - Race during the war
 - Technology

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- Music and Symbolism
- The Closing of the Frontier
- America becomes an Empire
 - America and Japanese Isolationism
 - Spanish American War

Unit 5: America in Crisis: The Great Depression and World War II. **Overview with time range in days: 5 weeks**

Goals:

Students will understand:

- The American Economy in the Late 1920's
 - “Everybody Ought to be Rich” – John J. Raskob
 - Wonderful Prosperity
 - Economic Danger Signs
 - Buying on Credit and Margin
 - Playing the Market
 - Too Many Goods, Too Little Demand
 - Trouble for Farmers
 - Trouble for Workers
- The Stock Market Crash of 1929
 - Black Thursday
 - Black Tuesday
 - The Crash Affects Millions
 - Impact on Workers and Farmers
 - Bank Closures
 - Global Impact
 - Causes of the Depression
- Social Effects of the Depression
 - Hoovervilles
 - Bonus Army's March on Washington
 - Spreading Poverty
 - The Dust Bowl
 - Dorothea Lange
 - Impact on Health
 - Stresses on Families
 - Rise in discrimination
 - Survival Stories
- Surviving the Depression
 - Repeal of Prohibition
 - Depression Humor and Pop Culture
- FDR and the New Deal
 - Restoring the Nation's Hope
 - Fireside Chats
 - The First Hundred Days
 - Closing the Banks
 - Alphabet Soup (CCC, CWA, FDIC, FERA, and Beyond)
 - A Second New Deal

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- Rise of H. Long and the election of 1936
- Last Days of the New Deal
- Europe in Crisis and Prelude to Global War
 - Rise of Fascism and Nazism
 - Mussolini and Hitler
 - Mein Kampf and Militarism
 - Birth of Third Reich
 - Europe Goes to War
 - Appeasement
 - Blitzkrieg and Sitzkrieg
 - The American Response
 - Japan Builds an Empire
 - Japan Attacks Pearl Harbor
- The Road to Victory in Europe
 - Mobilization for War
 - The American Home Front
 - Shift to Wartime Production
 - Daily Life on the Home Front
 - Women and the War
 - The Struggle for Justice at Home
 - Discrimination against African Americans
 - Exec Order 9066 and Internment
 - Zoot Suit Riots
 - Fighting in North Africa and Italy
 - War in the Soviet Union
 - The Invasion of Western Europe
 - D-Day
 - The Air War
 - Battle of the Bulge
 - The War in the Pacific
 - Japanese Advance 1941-42
 - Fall of the Philippines
 - Bataan
 - Battle of the Coral Sea
 - The Battle of Midway
 - The Battle of Guadalcanal
 - Struggle for the Islands
 - Iwo Jima and Okinawa
 - Decision to Drop the Bomb
 - V-Day and VJ-Day
 - Seeds of the Cold War

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Unit 6: Final Project / Cultural Groups in Media

Overview with time range in days: 2 weeks

Goals:

Students will understand:

- Naturalization
- Push/pull factors of the migrant group in coming to America
 - Economic, Social, Political, Religious, etc.
- Living conditions, working conditions, and jobs performed by migrants once they reached America?
- Notable figures from this group that have made an impact on American society.
- Impact on society today.
 - Contributions, changes, negative effects, etc.
 - Italian Migration
 - Asian Migration
 - Russians Migration
 - Latin American Migration
 - Arabs Migration
 - Jewish Migration

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Unit 1: Ancient Rome

Big Idea #1: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- What is your role in the history of the world?
- How can the story of a person on another continent, past or present, influence your life?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on civilization.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

Big Idea #2: Historical context is needed to comprehend time and space.

Essential Question:

- Why is time and space important to the study of history?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.

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Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #3: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?
- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Big Idea #4: Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?
- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?

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Concepts

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Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

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Unit 1: Ancient Rome

Time Range: 3 Weeks

Grade Levels: 10, 11

Standards Addressed:

PACCS History and Social Studies: 8.4.6.A, 8.4.7.A, 8.4.8.A, 8.4.9.A, 8.4.12.A, 8.4.W.A, 5.3.C.G, 8.4.4.B, 8.4.5.B, 8.4.6.B, 8.4.7.B, 8.4.8.B, 8.4.9.B, 8.4.12.B, 8.4.W.B, 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C, 8.4.3.D, 8.4.4.D, 8.4.6.D, 8.4.7.D, 8.4.8.D, 8.4.9.D, 8.4.12.D, 8.4.W.D, 8.1.4.A, 8.1.7.A, 8.1.8.A, 8.1.9.A, 8.1.12.A, 8.1.U.A, 8.1.W.A, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.5.A, 8.1.6.A, 8.1.7.B, 8.1.U.C, 8.1.9.B, 8.1.12.C

PACCS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.I, CC.8.6.11-12.B, CC.8.6.11-12.E, CC.8.6.11-12.F, CC.8.6.11-12.H

Anchors: Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.3

Overview: Ancient Rome

Goals:

- Students will analyze and discuss several components of each film including: Stereotyping images, entertainment value, impact on society, and cultural traits and universals seen in the film.
- Students will discuss the various factors leading to conflict and the development of Ancient World History.
- Students will be able to identify individuals and events that contributed to the development of the Ancient World History.

Objectives:

- Students will analyze and discuss several components of each film including: Stereotyping images, entertainment value, impact on society, and cultural traits and universals seen in the film. (DOK 2, 4)
- Students will analyze and draw conclusions about historical accuracy of each film using the internet and printed media (DOK 3,4).
- Students will analyze film's bias and point of view either intentionally or accidentally portrayed by filmmaker. Students will analyze film using the political spectrum. (DOK 4)
- Students make predictions based upon evidence presented and analyzed in the films. (DOK 2, 3)

Core Activities and Corresponding Instructional Methods:

- Students will complete various viewers' logs to accompany film clips. These film logs will focus student attention on critical components from the film that will be used to further classroom discussion and instruction. All logs are collected and graded to ensure student participation during film clips.
- Through discussion, students compare and contrast historical vs. fictional characters in film.
- Students will describe in detail the Roman a' Clef of each film referring to the disguised or fictionalized reference to an actual event. Students will compare the actual event with the film's disguised version.

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- Students will examine dialogue and make judgments pertaining to its propriety to the period, characters, and situations.
- Students will analyze various cultural symbols and icons portrayed throughout the films.
- Students will establish chronology through the construction of time lines representing the movie viewed.
- Students will distinguish between “fact and fiction” and “fact and opinion”.
- Students will identify qualities of the film that make it qualify for “Hollywood History”

Assessments:

Diagnostic:

- Graphic organizers, Brainstorming, Class discussions, Various video (Hollywood productions as well as related Historical Documentaries)

Formative:

- Quizzes, Viewers logs, Reading of primary and secondary articles and answer questions, KWL charts, class discussions

Summative:

- Multiple choice test, Unit Projects, Group Presentations

Extensions

- Students will complete various viewers’ logs to accompany film clips. These film logs will focus student attention on critical components from the film that will be used to further classroom discussion and instruction. All logs are collected and graded to ensure student participation during film clips.
- Students will research and create a PowerPoint presentation on a topic presented throughout the unit.
- Students will examine various readings (both primary and secondary sources) and complete various questions on the content. Readings will include *Meditations*, *The Decline And Fall Of The Roman Empire* by Edward Gibbon, *The Life of a Gladiator* by Don Nardo, and other excerpts from various websites and trade books.

Correctives

- Students will complete vocabulary exercises for independent practice.
- Students will answer review questions at the beginning of every class to retrieve prior knowledge.
- Weekly formative quizzes utilizing multiple choice and true/false questioning.

Materials and Resources

Primary textbook: None

Supplemental Sources:

- **Spartacus** (1960) Directed by Stanley Kubrick. Run-time 184 min. Starring Kirk Douglass and L. Olivier. Book by Howard Fast.
- **Gladiator** (2000) Directed by Ridley Scott. Run-Time (Full Length) 155 min. Starring Russell Crowe and Joaquin Phoenix.

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- **Battles B.C.** (2009) from A&E Home Video. Run-Time (Full Length) 146 min.
- **Ben-Hur** (1959) Directed by William Wyler. Run-Time 212 min. Starring Charlton Heston.
- **Cleopatra** (1963) Directed by Joseph L. Mankiewicz and Rouben Mamoulian. Run-Time 192 min. Starring Elizabeth Taylor and Richard Burton.
- **In Search of: Roman Legions** (DVD) from the History Channel. Documentary 1996.
- **History's Mysteries: The True Story of Gladiators** (DVD) from the History Channel. Documentary 2001.
- McManus, Barbara F. "The Roman Army in the Late Republic." 1999. The College of New Rochelle. 18 Jan. 2007 <<http://www.vroma.org/~dconti/sword.gif>>.
- Nardo, Don. *The Working Life: A Roman Gladiator*. New York: Lucent Books, 2004.
- Gibbon, Edward. "The Decline and Fall of the Roman Empire." 28 Feb. 2007 <<http://www.ccel.org/g/gibbon/decline/index.htm>>.
- Long, George, trans. "The Meditations by Marcus Aurelius." The Internet Classics Archive. 2000. 28 Feb. 2007 <<http://classics.mit.edu/Antoninus/meditations.html>>.

Technology

Google Classroom, Smart Board technologies, Microsoft Word, Microsoft PowerPoint, Internet as a research tool, various video excerpts.

Note

- ***New video sources and materials will be added when and where appropriate
- ***Units do not follow a precise chronological sequence
- ***Units will often not be completed in entirety

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Unit 2: Medieval Europe and the Dark Ages

Big Idea #1: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- What is your role in the history of the world?
- How can the story of a person on another continent, past or present, influence your life?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on civilization.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

Big Idea #2: Historical context is needed to comprehend time and space.

Essential Question:

- Why is time and space important to the study of history?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.

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Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #3: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role do multiple causations play in describing a historic event?
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Competencies

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
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Big Idea #4: Perspective helps to define the attributes of historical comprehension.

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Unit 2: Medieval Europe and the Dark Ages

Time Range: 4 Weeks

Grade Levels: 10, 11

Standards Addressed:

PACCS History and Social Studies: 8.4.6.A, 8.4.7.A, 8.4.8.A, 8.4.9.A, 8.4.12.A, 8.4.W.A, 5.3.C.G, 8.4.4.B, 8.4.5.B, 8.4.6.B, 8.4.7.B, 8.4.8.B, 8.4.9.B, 8.4.12.B, 8.4.W.B, 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C, 8.4.3.D, 8.4.4.D, 8.4.6.D, 8.4.7.D, 8.4.8.D, 8.4.9.D, 8.4.12.D, 8.4.W.D, 8.1.4.A, 8.1.7.A, 8.1.8.A, 8.1.9.A, 8.1.12.A, 8.1.U.A, 8.1.W.A, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.5.A, 8.1.6.A, 8.1.7.B, 8.1.U.C, 8.1.9.B, 8.1.12.C

PACCS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.I, CC.8.6.11-12.B, CC.8.6.11-12.E, CC.8.6.11-12.F, CC.8.6.11-12.H

Anchor: Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.3

Overview: Medieval Europe and the Dark Ages

Goals:

- Students will analyze and discuss several components of each film including: Stereotyping images, entertainment value, impact on society, and cultural traits and universals seen in the film.
- Students will discuss the various factors leading to conflict and the development of Ancient World History.
- Students will be able to identify individuals and events that contributed to the development of the Ancient World History.

Objectives:

- Students will analyze and discuss several components of each film including: Stereotyping images, entertainment value, impact on society, and cultural traits and universals seen in the film. (DOK 2, 4)
- Students will analyze and draw conclusions about historical accuracy of each film using the internet and printed media (DOK 3,4).
- Students will analyze film's bias and point of view either intentionally or accidentally portrayed by filmmaker. Students will analyze film using the political spectrum. (DOK 4)
- Students make predictions based upon evidence presented and analyzed in the films. (DOK 2, 3)

Core Activities and Corresponding Instructional Methods:

- Students will complete various viewers' logs to accompany film clips. These film logs will focus student attention on critical components from the film that will be used to further classroom discussion and instruction. All logs are collected and graded to ensure student participation during film clips.
- Students will evaluate the historical accuracy of Braveheart by writing a comparison of the following elements of the film:
 - Alexander III and Rule of Edward I
 - Battle of Stirling Bridge

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- Battle of Falkirk
- Edward I, Edward II, and Isabella of France
- Robert the Bruce, “The Real Braveheart”
- Trial and martyrdom of Wallace
- Resurgence in 20th century Scotland and restoration of Scottish pride
- Students will view Histories Mysteries: Real Story of Braveheart from the History Channel.
- Students will compare historical vs. fictional characters.
- Students will research historical accuracy of each film using the internet and printed media.
- Students will examine dialogue and make judgments pertaining to its propriety to the period, characters, and situations.
- Students will construct accurate timelines to combat anachronistic history as it has been traditionally portrayed for dramatic effect in film.

Assessments:

Diagnostic:

- KWL Chart, Brainstorming, Class discussions

Formative:

- Writing Assignments, Quizzes, Notebook Checks

Summative:

- Research Paper, Middle Ages Portfolio

Extensions

- Students will use technology to recreate Viking Voyages to the New World.
- Students will complete Middle Ages Portfolio Project.
- Students will analyze various primary sources such as a Feudal Contract, Relationship between Church and State, and Islam during the Middle Ages. Students will complete guided reading questions searching for essential content in each passage.
- Students will read various excerpts from The Acts and Deeds of Sir William Wallace by Walter Scheps and answer various guided reading questions.

Correctives

- Vocabulary Lists
- Review games and exercises. “history challenge”, “history dodge ball”, Jeopardy and Kahoot!.

Materials and Resources

- **The Vikings** (1958) Directed by Richard Fleischer. Run Time 114 min. Starring Kirk Douglas.
- **Robin and Marian** (1976) Directed by Richard Lester. Run Time 106 min. Starring Sean Connery and Audrey Hepburn.
- **Becket** (1964) Directed by Peter Glenville. Run Time 148 min. Starring Richard Burton and Peter O’Toole.
- **A Man for All Seasons** (1966) Directed by Fred Zinnemann. Run Time 120 min. Starring Paul Scofield and Robert Shaw.
- **1492: Conquest of Paradise** (1992) Directed by Ridley Scott. Run Time 154 min. Starring Gerard Depardieu, Armand Assante and Sigourney Weaver.

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- **Monty Python and the Holy Grail** (1975) Directed by Terry Gilliam and Terry Jones. Run Time 91 min. Starring Graham Chapman and John Cleese.
- **Braveheart** (1995) Directed by Mel Gibson. Run Time 177 min. Starring Mel Gibson and Sophie Marceau.
- **Histories Mysteries: The True Story of Braveheart** by the History Channel. (2001).
- **Going Medieval** (2012) from the History Channel. Documentary
- **The Dark Ages** (2007) from the History Channel. Documentary
- **Kingdom of Heaven** (2005) Directed by Ridley Scott. Run Time 114 min. Staring Orland Bloom and Eva Green
- **Kingdom of Heaven: Directors Cut** (2005) Directed by Ridley Scott. Run Time 194 min. Staring Orlando Bloom and Eva Green.
- **The Templar Code: Crusade of Secrecy** (2005) by the History Channel. Documentary
- **Inside Islam** (2002) by the History Channel. Documentary
- *The Acts and Deeds of Sir William Wallace* by Walter Scheps pp 253-287.
- "Village Life." Medieval-Life.Net. 28 Feb. 2007 <http://www.medieval-life.net/village_life.htm>.
- Sanderson, Nicole. "Write Your Name in Runes." NOVA Online. Nov. 2000. PBS. 28 Feb. 2007 <<http://www.pbs.org/wgbh/nova/vikings/runes.html>>.
- "Ancient History Vikings." BBC - History. 28 Feb. 2007 <http://www.bbc.co.uk/history/ancient/vikings/launch_gms_viking_quest.shtml>.
- McNallen, Stephen A. "Fire on the Water: Viking Funerals." AFA. Fall 1995. 28 Feb. 2007 <<http://www.runestone.org/vkgfuner.html>>.

Technology

Google Classroom, Smart Board technologies, Microsoft Word, Microsoft PowerPoint, Internet as a research tool, various video excerpts.

Note

***New video sources and materials will be added when and where appropriate

***Units do not follow a precise chronological sequence

***Units will often not be completed in entirety

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Unit 3: The Holocaust in Film

Big Idea #1: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- What is your role in the history of the world?
- How can the story of a person on another continent, past or present, influence your life?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on civilization.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

Big Idea #2: Historical context is needed to comprehend time and space.

Essential Question:

- Why is time and space important to the study of history?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.

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Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #3: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?
- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Big Idea #4: Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?
- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?

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Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

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Unit 3: The Holocaust in Film

Time Range: 2 Weeks

Grade Levels: 10, 11

Standards Addressed:

PACCS History and Social Studies: 8.4.6.A, 8.4.7.A, 8.4.8.A, 8.4.9.A, 8.4.12.A, 8.4.W.A, 5.3.C.G, 8.4.4.B, 8.4.5.B, 8.4.6.B, 8.4.7.B, 8.4.8.B, 8.4.9.B, 8.4.12.B, 8.4.W.B, 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C, 8.4.3.D, 8.4.4.D, 8.4.6.D, 8.4.7.D, 8.4.8.D, 8.4.9.D, 8.4.12.D, 8.4.W.D, 8.1.4.A, 8.1.7.A, 8.1.8.A, 8.1.9.A, 8.1.12.A, 8.1.U.A, 8.1.W.A, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.5.A, 8.1.6.A, 8.1.7.B, 8.1.U.C, 8.1.9.B, 8.1.12.C

PACCS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.I, CC.8.6.11-12.B, CC.8.6.11-12.E, CC.8.6.11-12.F, CC.8.6.11-12.H

Anchor: Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.3

Overview: Modern Europe

Goals:

- Students will analyze and discuss several components of each film including: Stereotyping images, entertainment value, impact on society, and cultural traits and universals seen in the film.
- Students will discuss the various factors leading to conflict and the development of the Modern World.
- Students will be able to identify individuals and events that contributed to the development of the Modern World.

Objectives:

- Students will analyze and discuss several components of each film including: Stereotyping images, entertainment value, impact on society, and cultural traits and universals seen in the film. (DOK 2, 4)
- Students will analyze and draw conclusions about historical accuracy of each film using the internet and printed media (DOK 3,4).
- Students will analyze film's bias and point of view either intentionally or accidentally portrayed by filmmaker. Students will analyze film using the political spectrum. (DOK 4)
- Students make predictions based upon evidence presented and analyzed in the films. (DOK 2, 3)

Core Activities and Corresponding Instructional Methods:

- Students will complete various viewers' logs to accompany film clips. These film logs will focus student attention on critical components from the film that will be used to further classroom discussion and instruction. All logs are collected and graded to ensure student participation during film clips.
- Students will research historical accuracy of each film using the internet and printed media.
- Students will create 5 – 10 page newsletters on the Holocaust.
- Students will choose a character from the Holocaust and create a biography on their struggle.

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- Students will construct accurate timelines to combat anachronistic history as it has been traditionally portrayed for dramatic effect in film.
- Students will analyze various cultural symbols and icons portrayed throughout the films.

Assessments:

Diagnostic:

- Brainstorming exercise, Define Genocide, What comes to your mind when you hear the word Holocaust?, KWL Chart, Crumple Toss Exercise – Define Genocide, Reading from Peace Reader

Formative:

- Guided reading quizzes, Classroom Discussions

Summative:

- Essay Test, Debate: Was Oskar Schindler a moral man or opportunist?, Newsletter, Biography on Survivor, Gerda Weisman Klein Community Project

Extensions

- Students will evaluate character of Oskar Schindler. Was he a humanitarian or opportunity? Students will record their answer in the form of a verbal classroom debate.
- Students will examine the life of Gerda Weisman Klein and develop a community project in conjunction.

Correctives

- Vocabulary Lists
- Pop Quizzes
- Guided Readings
- Flash Card Review Game
- Kahoot!

Primary textbook: None

Materials and Resources

- ***Schindler's List*** (1993) Director Steven Spielberg. Run Time 197 min. Starring Liam Neeson, Ben Kingsley, and Ralph Fiennes.
- ***Vita è Bella, la (Life is Beautiful)*** (1997) Director Roberto Benigni. Run Time 122 min. Starring Roberto Benigni.
- ***Judgment at Nuremberg*** (1961) Director Stanley Kramer. Run Time 178 min. Starring Spencer Tracy and Burt Lancaster.
- ***Defiance*** (2008) Director Edward Zwick. Run Time: 137 min. Starring Daniel Craig, Liev Schreiber and Jamie Bell
- ***The Pianist (2002)*** Director Roman Polanski. Run Time 150 min. Starring Adrien Brody and Thomas Kretschmann.
- ***The Century: America's Time. Over the Edge.*** Narrated by Peter Jennings.
- ***The Century: America's Time. Civilians at War.*** Narrated by Peter Jennings.
- Nyiszli, Miklos. Auschwitz: a Doctor's Eyewitness Account. New York: Arcade, 1993.
- Fahey, Joseph J., and Richard Armstrong, eds. A Peace Reader. New York: Paulist P, 1992. 230-251.

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Technology

Google Classroom, Smartboard technologies, Microsoft Word, Microsoft PowerPoint, Internet as a research tool, various video excerpts.

Note

***New video sources and materials will be added when and where appropriate

***Units do not follow a precise chronological sequence

***Units will often not be completed in entirety

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Unit 4: Pre 1900 America: From Colonies to Empire

Big Idea #1: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- What is your role in the history of the world?
- How can the story of a person on another continent, past or present, influence your life?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on civilization.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

Big Idea #2: Historical context is needed to comprehend time and space.

Essential Question:

- Why is time and space important to the study of history?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.

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Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #3: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?
- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Big Idea #4: Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?
- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?

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Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
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- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

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Unit 4: Pre 1900 America: From Colonies to Empire

Time Range: 2 Weeks

Grade Levels: 10, 11

Standards Addressed:

PACCS History and Social Studies: 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D, 8.3.12.A, 8.3.12.B, 8.3.12.C, 8.3.12.D, 8.4.6.A, 8.4.7.A, 8.4.8.A, 8.4.9.A, 8.4.12.A, 8.4.W.A, 5.3.C.G, 8.4.4.B, 8.4.5.B, 8.4.6.B, 8.4.7.B, 8.4.8.B, 8.4.9.B, 8.4.12.B, 8.4.W.B, 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C, 8.4.3.D, 8.4.4.D, 8.4.6.D, 8.4.7.D, 8.4.8.D, 8.4.9.D, 8.4.12.D, 8.4.W.D, 8.1.4.A, 8.1.7.A, 8.1.8.A, 8.1.9.A, 8.1.12.A, 8.1.U.A, 8.1.W.A, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.5.A, 8.1.6.A, 8.1.7.B, 8.1.U.C, 8.1.9.B, 8.1.12.C

PACCS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.I, CC.8.6.11-12.B, CC.8.6.11-12.E, CC.8.6.11-12.F, CC.8.6.11-12.H

Anchors: Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.3

Overview: America up to the Civil War

Goals:

- Students will analyze and discuss several components of each film including: Stereotyping images, entertainment value, impact on society, and cultural traits and universals seen in the film.
- Students will discuss the various factors leading to conflict and the development of the 19th and early 20th century America.
- Students will be able to identify individuals and events that contributed to the development of the United States.

Objectives:

- Students will analyze and discuss several components of each film including: Stereotyping images, entertainment value, impact on society, and cultural traits and universals seen in the film. (DOK 2, 4)
- Students will analyze and draw conclusions about historical accuracy of each film using the internet and printed media (DOK 3,4).
- Students will analyze film's bias and point of view either intentionally or accidentally portrayed by filmmaker. Students will analyze film using the political spectrum. (DOK 4)
- Students make predictions based upon evidence presented and analyzed in the films. (DOK 2, 3)

Core Activities and Corresponding Instructional Methods:

- Students will complete various viewers' logs to accompany film clips. These film logs will focus student attention on critical components from the film that will be used to further classroom discussion and instruction. All logs are collected and graded to ensure student participation during film clips.
- Students will write essays on topics depicted in film. Examples include but are not limited to:
 - **The Patriot** – Contributions made by individuals like Ben Martin
 - **The Crucible** – Describing life in American during the Red Scare

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- **Glory** – Was the American Civil War a struggle to preserve the Union or Emancipate slaves?
- Students will create and present their findings on the causes and effects of various events during the American Revolution.
- Students will create illustrations or posters of costumes, sets, or props seen throughout various films in this unit.
- Students will analyze various cultural symbols and icons portrayed throughout the films.

Assessments:

Diagnostic:

- Brainstorming exercise: What does it mean to be native? and What do you think of when you hear the “Wild Wild West”?, KWL Chart.

Formative:

- Guided reading quizzes, Classroom Discussions

Summative:

- Multiple Choice Test, Debate: Is Manifest Destiny constitutional?, Exoduster Poster Assignment

Extensions

- Students will evaluate and create historically correct Character Cards of figures portrayed in film.
- Students will analyze various primary and secondary sources and complete a graphic organizer as a means to gaining a better understanding of attitudes towards race, gender, and other social issues during this era.

Correctives

- Vocabulary Lists
- Guided Questions and Readings
- American History Jeopardy
- Kahoot!.

Primary textbook: None

Materials and Resources

- ***The Patriot*** (2000) Director Roland Emmerich Run Time 164 min. Starring Mel Gibson and Heath Ledger.
- ***America The Story of US: REBELS*** (DVD) from the History Channel. Documentary 2010.
- ***America The Story of US: REVOLUTION*** (DVD) from the History Channel. Documentary 2010.
- ***The Crucible*** (1996) Director Nicholas Hytner. Book by A. Miller. Run Time 124 min. Starring Daniel Day-Lewis and Winona Ryder.
- ***Rough Riders*** (1997 TV) Director John Milius. Run Time 240 min. Starring Tom Berenger and Sam Elliot.
- ***Shane*** (1953) Director George Stevens. Run Time 118 min. Starring Alan Ladd.
- ***Far and Away*** (1992) Director Ron Howard. Run Time 140 min. Starring Tom Cruise and Nicole Kidman.

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- ***How the West was Won*** (1962) Director John Ford and Henry Hathaway. Run Time 162 min. Starring Carol Baker.
- ***Tombstone*** (1993) Director George P Cosmatos. Run Time 130 min. Starring Kurt Russell, Val Kilmer, and Sam Elliot.
- ***Glory*** (1989) Director Edward Zwick. Run Time 122 min. Starring Matthew Broderick and Denzel Washington.
- ***America The Story of US: DIVISION*** (DVD) from the History Channel. Documentary 2010.
- ***America The Story of US: CIVIL WAR*** (DVD) from the History Channel. Documentary 2010.
- ***Dances with Wolves*** (1990) Director Kevin Costner Run Time 181 min. Starring Kevin Costner, Mary McDonnell and Graham Greene.
- ***Andersonville*** (1996 TV) Director John Frankenheimer. Run Time 167 min. Starring Jarrod Emick.
- ***Gettysburg*** (1993) Director Ronald F. Maxwell. Run Time 261 min. Starring Tom Berenger and Martin Sheen.
- ***Wild West Tech: Western Towns*** (DVD) from the History Channel. Documentary 2008.
- ***America The Story of US: HEARTLAND*** (DVD) from the History Channel. Documentary 2010.
- ***The 54th Massachusetts*** (DVD) from the History Channel. Documentary 2001.
- ***The Last Samurai*** (2003) Director Edward Zwick. Run Time 154 min. Starring Tom Cruise, Ken Watanabe and Billy Connolly.
- ***Samurai*** (DVD) from the History Channel. Documentary 2011.
- **The Declaration of Independence:** <http://www.ushistory.org/Declaration/document/>
- **Independence: A Solemn Duty:** <http://www.ushistory.org/Declaration/more/independence-lee.htm>
- **1862 Emancipation Proclamation:** http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html
- **Opening to Japan:** <https://history.state.gov/milestones/1830-1860/opening-to-japan>

Technology

Google Classroom, Smartboard technologies, Microsoft Word, Microsoft PowerPoint, Internet as a research tool, various video excerpts.

Note

***New video sources and materials will be added when and where appropriate

***Units do not follow a precise chronological sequence

***Units will often not be completed in entirety

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Unit 5: America in Crisis: The Great Depression and World War II

Big Idea #1: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- What is your role in the history of the world?
- How can the story of a person on another continent, past or present, influence your life?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on civilization.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

Big Idea #2: Historical context is needed to comprehend time and space.

Essential Question:

- Why is time and space important to the study of history?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.

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Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #3: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?
- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Big Idea #4: Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?
- How is it possible for different people to interpret an event differently?
- Why is time and space important to the study of history?

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Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
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Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

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Unit 5: America in Crisis: The Great Depression and World War II

Time Range: 5 Weeks

Grade Levels: 10, 11

Standards Addressed:

PACCS History and Social Studies: 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D, 8.3.12.A, 8.3.12.B, 8.3.12.C, 8.3.12.D, 8.4.6.A, 8.4.7.A, 8.4.8.A, 8.4.9.A, 8.4.12.A, 8.4.W.A, 5.3.C.G, 8.4.4.B, 8.4.5.B, 8.4.6.B, 8.4.7.B, 8.4.8.B, 8.4.9.B, 8.4.12.B, 8.4.W.B, 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C, 8.4.3.D, 8.4.4.D, 8.4.6.D, 8.4.7.D, 8.4.8.D, 8.4.9.D, 8.4.12.D, 8.4.W.D, 8.1.4.A, 8.1.7.A, 8.1.8.A, 8.1.9.A, 8.1.12.A, 8.1.U.A, 8.1.W.A, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.5.A, 8.1.6.A, 8.1.7.B, 8.1.U.C, 8.1.9.B, 8.1.12.C

PACCS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.I, CC.8.6.11-12.B, CC.8.6.11-12.E, CC.8.6.11-12.F, CC.8.6.11-12.H

Anchors: Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.3

Overview: Twentieth Century America

Goals:

- Students will discuss the various factors leading to conflict during this era and how their resolutions led to the development of 20th century America.
- Students will be able to identify individuals and events that contributed to the development of 20th United States.
- Students will discuss and analyze why this era of Americans has been given the title of “The Greatest Generation” of Americans.

Objectives:

- Students will analyze and discuss several components of each film including: Stereotyping images, entertainment value, impact on society, and cultural traits and universals seen in the film. (DOK 2, 4)
- Students will analyze and draw conclusions about historical accuracy of each film using the internet and printed media (DOK 3,4).
- Students will analyze film’s bias and point of view either intentionally or accidentally portrayed by filmmaker. Students will analyze film using the political spectrum. (DOK 4)
- Students make predictions based upon evidence presented and analyzed in the films. (DOK 2, 3)

Core Activities and Corresponding Instructional Methods:

- Students will complete various viewers’ logs to accompany film clips. These film logs will focus student attention on critical components from the film that will be used to further classroom discussion and instruction. All logs are collected and graded to ensure student participation during film clips.
- Students will create and compare budgets for the years 1929 and 1932.
- Students will use read excerpts from The Grapes of Wrath and compare it to the film.
- Students will establish chronology through the construction of time lines representing the movie viewed.

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- Students will compare and contrast political campaigns of Adolf Hitler with Huey Long.
- Students will view film clips, which serve as footnotes to history. For example, *Taxi Driver*, which was based upon Arthur Bremer's diary, ironically proved to be William Hinckley's inspiration for his attempt on Reagan's life. *The Grapes of Wrath* was one of Hitler's favorite films, and he ran it over and over again in his mistaken belief that it was a true representation of economic and social conditions throughout America. Hitler offered this film as proof that America would not stand up to the rigors of World War II. Patton was screened at Nixon's request on the evening that he approved American bombing of Cambodia. What effects do these films have on the psyche of an individual and what emotional response do they elicit?

Assessments:

Diagnostic:

- Brainstorming exercise: What is total war?, KWL Chart, Writing Assignments

Formative:

- Circle of Knowledge Activity, Guided readings, Classroom Discussions

Summative:

- Multiple Choice Test, Group Presentations, Stock Market Game, Research Paper

Extensions

- Students will research historical accuracy of each film using the internet and printed media.
- Students will read excerpts from *The Greatest Generation* and write a biography report.
- Students will create Newspaper of Pearl Harbor attack using New York Times Primary Source as example.
- Students will create WWII Propaganda artwork posters using ideas from discussion / lectures.
- Students will create timelines of major events of World War II.

Correctives

- Students will complete vocabulary flash card exercises.
- Students will construct an interactive bulletin board on a battle from World War II.
- Students will complete guided reading exercises to increase reading comprehension.

Primary textbook: None

Materials and Resources

- *Cinderella Man* (2005) Director Ron Howard. Run Time 2 Hrs. 25 min. Starring Russell Crowe.
- *The Century: America's Time. The Great Depression.* Narrated by Peter Jennings.
- *America The Story of US: BUST* (DVD) from the History Channel. Documentary 2010.
- *Saving Private Ryan* (1998) Director Steven Spielberg. Run Time 170 min. Starring Tom Hanks.
- *Tora Tora Tora* (1970) Directors Richard Fleischer and Kinji Fukasaku. Run Time 144 min. Starring Martin Balsam.
- *The Century: America's Time. The Home Front.* Narrated by Peter Jennings.
- *America The Story of US: World War II* (DVD) from the History Channel. Documentary 2010.
- *Pearl Harbor* Directed by Michael Bay. Run Time 183 min. Starring Josh Hartnett and Ben Affleck.

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- **National Geographic Beyond the Movie: Pearl Harbor.** (53 Minutes) Documentary.
- **A League of Their Own. (1992)** Directed by Penny Marshall. Run time 127 min. Starring Tom Hanks and Gina Davis.
- **Band of Brothers Episode "Day of Days".** HBO Video. Episode Run Time approx. 50 min.
- **The Pacific Episode "Guadalcanal/Leckie".** HBO Video. Episode Run Time approx. 50 min.
- **The Grapes of Wrath** (1940) Director John Ford. Run Time 128 min. Starring Henry Fonda.
- **World War II from Space** (DVD) from the History Channel. Documentary 2012.
- **America The Story of US: SUPERPOWER** (DVD) from the History Channel. Documentary 2010.
- Great Depression Prices Website:
<http://www.todaysteacher.com/TheGreatDepressionWebQuest/1932PriceList.htm>
- Top Five Causes of the Great Depression:
<http://americanhistory.about.com/od/greatdepression/tp/greatdepression.htm>
- PBS American Experience: The New Deal
<http://www.pbs.org/wgbh/amex/dustbowl/peopleevents/pandeAMEX09.html>
- Photographic History of the Great Depression:
<http://history1900s.about.com/library/photos/blyindexdepression.htm>
- Pearl Harbor Website: <http://plasma.nationalgeographic.com/pearlharbor/>
- Pearl Harbor Newspaper Articles: <http://www.thepearlharborarchive.com/Timeline.aspx>
- American Experience D-Day Website: <http://www.pbs.org/wgbh/amex/dday/>
- National D-Day Memorial Museum: <http://www.dday.org/>

Technology

Google Classroom, Smart Board technologies, Microsoft Word, Microsoft PowerPoint, Internet as a research tool, various video excerpts.

Note

***New video sources and materials will be added when and where appropriate

***Units do not follow a precise chronological sequence

***Units will often not be completed in entirety

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Unit 6: Final Project / Cultural Groups in Media

Big Idea #1: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- What is your role in the history of the world?
- How can the story of a person on another continent, past or present, influence your life?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on civilization.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

Big Idea #2: Historical context is needed to comprehend time and space.

Essential Question:

- Why is time and space important to the study of history?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.

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Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

Big Idea #3: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?
- How is it possible for different people to interpret an event differently?
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Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.
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Competencies

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

Big Idea #4: Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role do multiple causations play in describing a historic event?
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Competencies

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Unit 6: Final Project / Cultural Groups in Media

Time Range: 2 Weeks

Grade Levels: 10, 11

Standards Addressed:

PACCS History and Social Studies: 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D, 8.3.12.A, 8.3.12.B, 8.3.12.C, 8.3.12.D, 8.4.6.A, 8.4.7.A, 8.4.8.A, 8.4.9.A, 8.4.12.A, 8.4.W.A, 5.3.C.G, 8.4.4.B, 8.4.5.B, 8.4.6.B, 8.4.7.B, 8.4.8.B, 8.4.9.B, 8.4.12.B, 8.4.W.B, 8.2.3.C, 8.2.4.C, 8.2.5.C, 8.2.6.C, 8.2.7.C, 8.2.8.C, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.4.4.C, 8.4.6.C, 8.4.7.C, 8.4.8.C, 8.4.9.C, 8.4.12.C, 8.4.W.C, 8.4.3.D, 8.4.4.D, 8.4.6.D, 8.4.7.D, 8.4.8.D, 8.4.9.D, 8.4.12.D, 8.4.W.D, 8.1.4.A, 8.1.7.A, 8.1.8.A, 8.1.9.A, 8.1.12.A, 8.1.U.A, 8.1.W.A, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.5.A, 8.1.6.A, 8.1.7.B, 8.1.U.C, 8.1.9.B, 8.1.12.C

PACCS – Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.F, CC.8.5.11-12.G, CC.8.5.11-12.I, CC.8.6.11-12.B, CC.8.6.11-12.E, CC.8.6.11-12.F, CC.8.6.11-12.H

Anchors: Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.3

Overview: Culture and Film

Goals:

- Students will use internet and print media to gather information and other data on a specific ethnic group.
- Students will discuss and analyze ethnocentrism as it pertains to Hollywood.

Objectives:

- Students will analyze and discuss several components of each film including: Stereotyping images, entertainment value, impact on society, and cultural traits and universals seen in the film. (DOK 2, 4)
- Students will develop a logical argument that is analytical and draws conclusions about the historical accuracy of their selected ethnic group in film and printed media. (DOK 3,4)
- Students will analyze film's bias and point of view either intentionally or accidentally toward their chosen ethnic group. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Students will develop a presentation using media clips and other forms of print media.
 - Each individual is expected to provide an in-depth analysis of their migrant/cultural group.
 - Guidelines have been provided to assist in the formation and gathering process.
 - All bullets must be addressed, but the project should not be limited to the outline.
 - How has the cultural/migrant group been portrayed by popular media through stereotypes and myth.
 - (posters, movies*, newspapers, television, radio)
 - What are the push/pull factors of the migrant group in coming to America?
 - Economic, Social, Political, Religious, etc.

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- What were the living conditions, working conditions, and jobs performed by migrants once they reached America?
- Discuss notable figures from this group that have made an impact on American society.
- Evaluate their impact on society today.
 - Contributions, changes, negative effects, etc.
- Topics:
 - Italians in film
 - Asian in film
 - Russians in film
 - Latin Americans in film
 - Arabs in film
 - African Americans in film

Assessments:

Diagnostic:

- KWL Chart, Pre-Writing Assignments

Formative:

- Evaluative Sheets

Summative:

- Multimedia presentation

Extensions

- Students will create individualized DVD's using Apple iMovie and iDVD

Correctives

- To ensure students are completing their assignments in a timely manner, several evaluative sheets will measure research and project creation benchmarks throughout the unit.

Primary textbook: None

Materials and Resources

- Apple Mac computers with iMovie and iDVD software for use in creation of projects.
- *The Columbia Companion to American History in Film*. Peter C. Rollins, ed. Columbia University Press. 2003.
- *Hollywood as Historian: American Film in a Cultural Context Revised Edition*. Peter C. Rollins ed. The University Press of Kentucky. 1983.
- *History Goes to the Movies: A Viewers Guide to the Best (and some of the worst) Historical Films Ever Made*. Joseph Roquemore. Broadway Books. 1999.
- *Past Imperfect: History According to the Movies*. Mark C. Carnes, ed. Henry Holt and Company. 1995.
- Students will select various websites based upon selected topic. These websites must be evaluated using specific guidelines.
- Irish American History: <http://www.irishamericanheritage.com/>
- The National Italian American Foundation: <http://www.niaf.org/milestones/index.asp>

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- Origins of the Italian Mafia: <http://www.umich.edu/~thefafia/RevisedHistory.htm>
- American-Arab Anti-Discrimination Committee: <http://www.adc.org/index.php?id=283>
- Internet Movie Database: www.imdb.com

Technology

Google Classroom, Smart Board technologies, iMovie, iDVD, Windows Movie Maker, Audacity, Microsoft Word, Internet as a research tool, various video excerpts.

Note

***New video sources and materials will be added when and where appropriate