

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



**History Through Film**

**September 2013**

*Approved by the Board of Education  
October 8, 2013*

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **History Through Film**

This semester course offers juniors and seniors the opportunity to examine history through the camera lens. Students will learn to analyze films critically in an attempt to understand the filmmaking process and to evaluate film as a cultural and historical artifact. Course requirements include film screenings, assigned readings, position papers, and a final exam. As critical film viewing is integral to the curriculum, regular attendance to the class is mandatory. Students may opt for honors credit by special arrangement with the instructor and teacher recommendation.

## Pacing Guide

<b>Unit #</b>	<b>Unit</b>	<b>Weeks</b>	<b>Pages</b>
1	The Technology of Film	2	7-10
2	Frontiers in American History	2-3	11-14
3	War in the American Experience	2-3	15-18
4	The Immigrant Experience	2-3	19-21
5	Social Issues and Popular Culture	2-3	22-24
6	The Pursuit of Human Rights	2-3	25-28
7	Global Confrontations in the Modern Era	2-3	29-32

## **Common Core Standard Key**

L = Language Standards

RF = Reading Standards: Foundational Skills (K-5)

RL = Reading Standards for Literature

RI = Reading Standards for Informational Text

SL = Speaking and Listening Standards

W = Writing Standards

NCSS – National Council of Social Studies

WHST = Writing Standards in History/Social Studies

## New Milford Public Schools

Committee Member(s): Mike Abraham & Greg Holmes Unit 1: The Technology of Film	Course/Subject: History Through Film Grade Level: 11-12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the details and ideas.</li> <li>• RH4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</li> <li>• RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</li> <li>• L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>• RH7: Integrate multiple sources of information presented in diverse formats and media in order to address a question of solve a problem.</li> <li>• NCSS A8: Provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.</li> <li>• NCSS B1: Enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central question(s) addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources.</li> </ul>	

<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The filmmaker uses a variety of tools, techniques, and processes to create a finished product.</li> <li>• There are a variety of film genres.</li> <li>• The ideas for a film can come from many sources including history.</li> </ul>	<ul style="list-style-type: none"> <li>• Is technology or imagination more important to the filmmaking process?</li> <li>• How is film a product of the time in which it was created?</li> <li>• To what extent is film an art form and to what extent is it a technical science?</li> <li>• How is our view of the past shaped by film?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Key terms associated with the filmmaking process</li> <li>• Key terms associated with the historical era of the film</li> <li>• The steps involved in the filmmaking process</li> <li>• Film genres</li> <li>• A brief history of film</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Analyze a film to identify key tools and techniques used in production</li> <li>• Write a paper explaining the use of film technology in a specific movie</li> <li>• Evaluate the historical accuracy of the film</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Citizenship</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students will be able to use technology to research the historical events associated with the film <i>National Treasure</i>.</li> <li>• Students will integrate multiple sources of information presented in diverse formats and media in order to write a paper on film technology.</li> <li>• Students will understand and avoid plagiarism.</li> <li>• Students will use MLA format to document their paper.</li> </ul>	

<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• The teacher will identify key tools, techniques, and processes in filmmaking.</li> <li>• The teacher will define the genres of film.</li> <li>• The teacher will provide a brief overview of the history of film.</li> <li>• The teacher will show <i>National Treasure</i>.</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will analyze <i>National Treasure</i> for its film techniques.</li> <li>• Students will write a paper that summarizes the importance of film technology in <i>National Treasure</i>.</li> <li>• Students will evaluate <i>National Treasure</i> on its historical content.</li> <li>• Students will analyze classic American documents associated with <i>National Treasure</i> (Common Sense, Declaration of Independence, etc.).</li> </ul>
<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> Write a paper on film technology</p> <p><b>Role:</b> Writer</p> <p><b>Audience:</b> teacher or other students</p> <p><b>Situation:</b> Students will write a 5 paragraph paper on the use of film technology in a specific film (<i>National Treasure</i>).</p> <p><b>Product or Performance:</b> Paper</p> <p><b>Standards for Success:</b> Common Core rubric</p>	<ul style="list-style-type: none"> <li>• Quiz scores on technology and film content.</li> <li>• Class discussions</li> <li>• End of unit test</li> </ul>

## Suggested Resources

- Belton, John. *American Cinema, American Culture*. Boston: McGraw-Hill, 2005. Print.
- Bone, Jan, and Ron Johnson. *Understanding the Film*. Lincolnwood: NTC, 1995. Print.
- Burnett, Eric. *History through Film*. Raleigh, NC: Lulu, 2008. Print.
- Carnes, Mark C., ed. *Past Imperfect: History According to the Movies*. New York: H. Holt, 1995. Print.
- Cieply, Michael. "9/11 Victim's Family Raises Objections to 'Zero Dark Thirty'." *The New York Times*. The New York Times, 23 Feb. 2013. Web. 27 Feb. 2013.
- Costanzo, William V. *Reading the Movies: Twelve Great Films on Video and How to Teach Them*. Urbana, IL: National Council of Teachers of English, 1992. Print.
- Dowd, Maureen. "OP-ED COLUMNIST; The Oscar For Best Fabrication." *The New York Times*. The New York Times, 17 Feb. 2013. Web. 27 Feb. 2013.
- Giannetti, Louis D. *Understanding Movies*. Upper Saddle River, NJ: Prentice Hall, 2002, Print.
- Marcus, Alan S., Scott Alan Metzger, Richard J. Paxton, and Jeremy D. Stoddard. *Teaching History with Film: Strategies for Secondary Social Studies*. New York: Routledge, 2010. Print.
- *National Treasure*. Dir. John Turteltaub. Perf. Nicolas Cage and Diane Kruger. Walt Disney Pictures, 2004. DVD.
- Neve, Brian. *Film and Politics in America: A Social Tradition*. London: Routledge, 1992. Print.
- Rausch, Andrew J. *Turning Points in Film History*. New York: Citadel, 2004. Print.
- Ross, Steven Joseph. *Movies and American Society*. Oxford: Blackwell, 2002. Print.
- Scott, Manohla Dargis and A.O. "Critics' Notebook; The History in 'Lincoln,' 'Argo' and 'Zero Dark Thirty'." *The New York Times*. The New York Times, 23 Feb. 2013. Web. 27 Feb. 2013.
- Stevens, Michael G., and Rita M. Thompson. *Reel Portrayals: The Lives of 640 Historical Persons on Film, 1929 through 2001*. Jefferson, NC: McFarland &, 2003. Print.
- Walker, Trena R. "Historical Literacy: Reading History through Film." *The Social Studies* January/February (2006): 30-34. Heldref Publications. Web. 27 Feb. 2013.

# New Milford Public Schools

Committee Member(s): Mike Abraham & Greg Holmes Unit 2: Frontiers in American History	Course/Subject: History Through Film Grade Level: 11-12 # of Weeks: 2-3
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>RH6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>RI7: Integrate evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</li> <li>NCSS A1: predict how experiences may be interpreted by people from diverse cultural perspectives and frames of reference.</li> <li>NCSS A3: Examine, interpret, and analyze interactions of human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes, both positive and negative.</li> <li>NCSS A10: Understand the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>The western is a uniquely American genre based on the myth of the West.</li> <li>The progress of civilization leads to the conquering of the frontier.</li> <li>The myth of the west embodies contradictions and stereotypes.</li> <li>The definition of the frontier is forever changing.</li> </ul>	<ul style="list-style-type: none"> <li>What is justice?</li> <li>What is progress?</li> <li>How are the traits of the western hero contradictory?</li> <li>What traits reflect the true American character?</li> <li>To what degree does the myth reflect life in the west after the Civil War?</li> </ul>
<b>Expected Performances</b>	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>The origins of the myth of the west.</li> <li>The difference between the myth and the reality of life in the west.</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>Evaluate various representations of a singular event.</li> <li>Create a product (song, poem, sculpture, film, etc.) that captures the essence of the west.</li> </ul>	

Character Attributes	
<ul style="list-style-type: none"> <li>• Citizenship</li> </ul>	
Technology Competencies	
<ul style="list-style-type: none"> <li>• Students will cite the resources they use to complete their project.</li> <li>• Students will use a variety of resources, including electronic, to locate and evaluate materials for class use.</li> <li>• Students will utilize technology (where appropriate) to create a product that captures the essence of the west.</li> </ul>	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Brainstorm the western to begin a discussion about our romantic image of the west (if this is the frontier to be explored).</li> <li>• Identify the myth of the west and its sources.</li> <li>• Identify the western plot line and find it in film.</li> <li>• Research a specific incident (gunfight at the OK corral, battle and the Little Big Horn, etc.) and various film interpretations of it.</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will explain the myth of the west and its source.</li> <li>• Students will analyze a film to determine whether it embodies the myth and the standard plot line of a western.</li> <li>• Students will evaluate film by contrasting primary and secondary print versions of history to the film presentation of it.</li> <li>• Students will produce an original work that demonstrates an understanding of western history or the myth of the west.</li> </ul>
Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> To create an original work that can be shared in class.</p> <p><b>Role:</b> student, artist</p> <p><b>Audience:</b> teacher and class</p> <p><b>Situation:</b> Students will express what they have learned in a medium of their choice.</p> <p><b>Product or Performance:</b> student created artwork</p> <p><b>Standards for Success:</b> NMHS information literacy rubric</p>	<ul style="list-style-type: none"> <li>• Participation in discussions</li> <li>• Quiz and test scores</li> <li>• Written film analysis that contrasts film depictions with primary and secondary accounts of a historical event.</li> </ul>

## Suggested Resources

- *3:10 to Yuma*. Dir. James Mangold. Perf. Russell Crowe and Christian Bale. Lionsgate, 2007, DVD.
- *Apollo 13*. Dir. Ron Howard. Perf. Tom Hanks, Bill Paxton, and Kevin Bacon. Universal Pictures, 1995. DVD.
- Baird, Robert. "Going Indian: Dances With Wolves." (n.d.): n.pag. Web. 3 Mar. 2013. [www.class.uidaho.edu/aist320/Wolves.pdf](http://www.class.uidaho.edu/aist320/Wolves.pdf).
- Baine, Vickie. "Calling Dances With Wolves 'fantasy,' a Historian Sounds a Charge Against the Mythic Past of the American West." *People.com*. N.p., 22 Apr. 1991. Web. 03 Mar. 2013. <<http://www.people.com/people/archive/article/0,,20114955,00.html>>.
- *Butch Cassidy and the Sundance Kid*. Dir. George Roy Hill. Perf. Paul Newman and Robert Redford. Ken Films, 1969. DVD.
- *Dances with Wolves*. Dir. Kevin Costner. Prod. Kevin Costner. By Michael Blake. Perf. Kevin Costner, Mary McDonnell, and Graham Greene. Orion Pictures, 1990. DVD.
- Derks, Tim. "The Great Train Robbery (1903)." *The Great Train Robbery (1903)*. AMC Filmsite, n.d. Web. 03 Mar. 2013. <<http://www.filmsite.org/grea.html>>.
- Gatto, Steve. "Wyatt Earp History Page." Wyatt Earp History Page. N.p., n.d. Web. 03 Mar. 2013. <<http://www.wyattearp.net/curleybillfree.html>>.
- *The Great Train Robbery*. Dir. Edwin S. Porter. Perf. Gilbert Anderson, A.C. Abadie, and George Barnes. Edison Manufacturing Co., 1903. DVD.
- *Gunfight at the OK Corral*. Dir. John Sturges. Perf. Burt Lancaster and Kirk Douglas. Paramount Pictures, 1957. DVD
- *High Noon*. Dir. Fred Zinnemann. Perf. Gary Cooper, Grace Kelly, and Thomas Mitchell. Stanley Kramer Productions, 1952. DVD.
- *High Plains Drifter*. Dir. Clint Eastwood. Perf. Clint Eastwood and Sondra Locke. Warner Brothers, 1976. DVD.
- Johnson, Gary. "Images-The Western: An Overview." *The Western: An Overview*. Images: A Journal of Film and Pop Culture, n.d. Web. 27 Feb. 2013.
- Linder, Douglas. "Testimony of Martha King in the Preliminary Hearing in The Earp Case." Testimony of Martha King in the Preliminary Hearing in TheEarp Case. N.p., n.d. Web. 03 Mar. 2013. <http://law2.unkc.edu/faculty/projects/ftrials/earp/scenarios.html>.
- *Little Big Man*. Dir. Arthur Penn. Perf. Dustin Hoffman and Faye Dunaway. National General, 1970. DVD.
- "Original Testimonies of the Gunfight at the OK Corral." Examiner.com N.P., n.d. Web. 01 Mar. 2013. <http://www.examiner.com/article/original-testimonies-of-the-gunfight-at-the-ok-coral>.
- *The Outlaw Josey Wales*. Dir. Clint Eastwood. Perf. Clint Eastwood and Sondra Locke. Warner Brothers, 1976. DVD.
- *Rio Lobo*. Dir. Howard Hawks. Perf. John Wayne. Batjac Productions, 1970. DVD.
- *The Right Stuff*. Dir. Philip Kaufman. Perf. Sam Shepard, Scott Glen, and Ed Harris. Ladd Company, 1983. DVD.

- *Silverado*. Dir. Lawrence Kasdan. Perf. Scott Glenn, Kevin Costner, and Kevin Kline. Columbia Pictures, 1985. DVD.
- *Tombstone*. Dir. George P. Cosmatos. Perf. Kurt Russell, Val Kilmer, and Sam Elliott. Hollywood Pictures, 1993. DVD.
- *Wyatt Earp*. Dir. Lawrence Kasdan. Perf. Kevin Costner, Dennis Quaid, and Gene Hackman. Warner Brothers, 1994. DVD.

## New Milford Public Schools

Committee Member(s): Mike Abraham & Greg Holmes Unit 3: War in the American Experience	Course/Subject: History Through Film Grade Level: 11-12 # of Weeks: 2-3
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>• SL2: Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</li> <li>• NCSS A6: Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.</li> <li>• NCSS B3: Understand the relationship of the United States to other nations and to world affairs.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The basic plot of the war film revolves around cooperation within the group.</li> <li>• American war films celebrate American ideals.</li> <li>• War films can be used as propaganda tools.</li> </ul>	<ul style="list-style-type: none"> <li>• What are American ideals?</li> <li>• Is popular culture a reflection of the mood of the country or does it shape it?</li> <li>• To what degree does a war film reflect reality?</li> <li>• How can a film that contains no combat still be considered a war film?</li> <li>• How can time and technology change our views of the past?</li> </ul>

<b>Expected Performances</b>	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The basic plot of the typical war film</li> <li>• The actual events associated with a particular war</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Analyze film to assess the degree to which it conforms to the standard war film plot line.</li> <li>• Analyze film to evaluate it for historical accuracy.</li> <li>• Contrast films dealing with the same theme or event.</li> <li>• Evaluate the role and impact of the individual on historical events.</li> <li>• Analyze the influence of nationalism on American society.</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Citizenship</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Conduct short as well as more sustained research projects to answer a question or solve a problem about a war, an issue associated with a war, or an event or person associated with a war.</li> <li>• Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• Integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following MLA format for citation.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• The teacher will discuss with the class the various types of war films and the traditional purpose and plot lines of each.</li> <li>• The teacher should choose a war, an issue associated with a war, or an event or person associated with a war for students to research.</li> <li>• The teacher will choose and show a variety of films and/or film clips pertaining to the chosen topic.</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will be able to identify key terms, events, and people associated with the war they are studying.</li> <li>• Students will recognize the different types of film and their purposes (documentary, comedy, propaganda, etc.)</li> <li>• Students can research a particular event and compare it to film depictions of that event.</li> </ul>

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> to write a paper on a specific event or issue in history associated with war films (ex. WWII Normandy landing).</p> <p><b>Role:</b> writer</p> <p><b>Audience:</b> teacher</p> <p><b>Situation:</b> Students will write a 5 paragraph paper on an event that was a focus of the unit.</p> <p><b>Product or Performance:</b> paper</p> <p><b>Standards for Success:</b> Common Core rubric</p>	<ul style="list-style-type: none"> <li>• Written or verbal film analysis</li> <li>• Class discussion</li> <li>• Notes about the topic being studied</li> <li>• Quiz and test scores</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Basinger, Jeanine. "Translating War: The Combat Film Genre and Saving Private Ryan." <i>American Historical Association</i>. N.p., n.d. Web. 26 Feb. 2013.</li> <li>• <i>The Big Red One</i>. Dir. Sam Fuller. Perf. Lee Marvin, Hark Hamill, and Robert Carradine. Lorimar Productions, 1980. DVD.</li> <li>• <i>Birth of a Nation</i>. Dir. D.W. Griffith. Perf. Lillian Gish, Mae Marsh, and Henry B. Walthall. David W. Griffith Corporation, 1915. DVD.</li> <li>• Burns, Ken. "The Pride of Our Nation." <i>The War</i>. PBS. 23 Sept. 2007. Television.</li> <li>• <i>Dear America: Letters Home from Vietnam</i>. Dir. Bill Couturie. Perf. Tom Berenger, Ellen Burnstyn, J. Kenneth Campbell. Couturie Company, 1983. DVD.</li> <li>• <i>Glory</i>. Dir. Edward Zwick. Perf. Matthew Broderick, Denzel Washington, and Cary Elwes. TriStar Pictures, 1989. DVD.</li> <li>• <i>The Great Dictator</i>. Dir. Charles Chaplin. Perf. Charles Chaplin. United Artists, 1940. DVD.</li> <li>• <i>The Green Beret</i>. Dir. Ray Kellogg and John Wayne. Perf. John Wayne, David Janssen, and Jim Hutton. Batjac Productions, 1968. DVD.</li> <li>• Lanning, Michael Lee. <i>Vietnam at the Movies</i>. New York: Fawcett Columbine, 1994. Print.</li> <li>• <i>The Longest Day</i>. Dir Ken Annakin and Andrew Marton. Perf. John Wayne, Robert Ryan, and Richard Burton. Twentieth Century Fox, 1962. DVD.</li> <li>• <i>Memphis Belle</i>. Dir. Michael Canton-Jones. Perf. Matthew Modine, Eric Stoltz, and Tate Donovan. Warner Brothers, 1990. DVD.</li> <li>• <i>Patton</i>. Dir. Franklin J. Schaffner. Perf. George C. Scott, Karl Malden, and Stephen Young. Twentieth Century Fox, 1970. DVD.</li> </ul>	

- *Saving Private Ryan*. Dir. Steven Spielberg. Perf. Tom Hanks, Edward Burns, and Tom Sizemore. Dream Works Pictures, 1998. DVD.
- *Sergeant York*. Dir. Howard Hawks. Perf. Gary Cooper, Walter Brennan, and Joan Leslie. Warner Brothers Pictures, 1941. DVD.
- *Triumph of the Will*. Dir. Leni Riefensahl. Perf. Adolf Hitler and Hermann Goring. Leni Reifenstahl-Produktion, 1935. DVD.
- *Tusgeegee Airmen*. Dir. Robert Markowitz. Perf. Laurence Fishburne, Allen Payne, and Malcolm Jamal-Warner. Home Box Office, 1995. DVD.
- *Why We Fight*. Dir. Frank Capra and Anatole Litvak. Perf. Dean Acheson, General Bergeret, and A.A. Berle. U.S. Army Pictorial Services, 1945. DVD.

## New Milford Public Schools

Committee Member(s): Mike Abraham & Greg Holmes Unit 4: The Immigrant Experience	Course/Subject: History Through Film Grade Level: 11-12 # of Weeks: 2-3
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>• RH8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</li> <li>• RI7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</li> <li>• SL 1B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>• SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>• WHST1: Write arguments focused on discipline-specific content.</li> <li>• WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• NCSS A3: Explore characteristics, distribution, and migration of human populations on Earth’s surface</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The immigrant experience is an essential part of American history.</li> <li>• Time and technology has altered immigration.</li> <li>• Migration of peoples can be triggered by environmental factors.</li> </ul>	<ul style="list-style-type: none"> <li>• What motivates people to migrate?</li> <li>• What impact can migration have on the world?</li> <li>• How can we balance our need for security with our history of immigration?</li> <li>• How does cultural diversity strengthen a society?</li> </ul>

<b>Expected Performances</b>	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Factors that influence migration.</li> <li>• Obstacles to migration.</li> <li>• The impact of immigration on the individual, country, and world.</li> <li>• Current immigration issues.</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Identify factors that explain fluxuations in migration.</li> <li>• Assess U.S. immigration policy.</li> <li>• Recognize the possibilities and problems associated with future policy options regarding U.S. immigration.</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Citizenship</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Conduct short as well as more sustained research projects to answer a question or solve a problem about immigration policy.</li> <li>• Evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teachers need to familiarize students with the history of immigration and the nature of immigration today. This can be done in a number of ways including lecture, assigned readings, or research.</li> <li>• View films, or film clips that portray the immigrant experience.</li> <li>• Assign students to groups and assign each group one of the four policy options found in the Choices program.</li> <li>• Each group should prepare a presentation for the class where they outline their policy and its benefits and summarize problems with the other three options.</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will be able to identify the process and issues associated with immigration in the historical period and today.</li> <li>• Students will be able to evaluate films on their portrayal of the immigrant experience.</li> <li>• Students will be able to create a class presentation that explains an option for current immigration policy.</li> <li>• Students will be able to summarize and evaluate all four immigration options.</li> </ul>

<b>Assessments</b>	
<b>Performance Task(s)</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To develop an appreciation of the challenges associated with developing immigration policy.</p> <p><b>Role:</b> presenter, debater</p> <p><b>Audience:</b> class</p> <p><b>Situation:</b> Break students into groups and assign a specific option to each group to present and defend. Each group should defend their option by considering our history and the impact of their option domestically, and internationally.</p> <p><b>Product or Performance:</b> group Presentation</p> <p><b>Standards for Success:</b> NMHS Rubric</p>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Quiz and test scores</li> <li>• Written reactions to films</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• <i>The American Experience: Journey to America</i>. Dir. Charles Guggenheim. WGBH, 1989. Videocassette.</li> <li>• <i>An American Tale</i>. Dir. Don Bluth. Perf. Dom DeLuise, Christopher Plummer, and Erica Yohn. Universal Pictures, 1986. DVD.</li> <li>• <i>Far and Away</i>. Dir. Ron Howard. Perf. Tom Cruise and Nicole Kidman. Universal Pictures, 1992. DVD.</li> <li>• Lander, Mark. "Obama Urges Speed on Immigration Plan, but Exposes Conflict." <i>The New York Times</i> 29 Jan. 2013: n.pag. Print.</li> <li>• Shear, Michael D., and Julia Preston. "Obama's Plan Sees 8-Year Wait for Illegal Immigrants." <i>The New York Times</i> 17 Feb. 2013: n.pag. Print.</li> <li>• <i>The Terminal</i>. Dir. Steven Spielberg. Perf. Tom Hanks and Catherine Zeta-Jones. DreamWorks, 2004. DVD.</li> <li>• <i>The Visitor</i>. Dir. Thomas McCarthy. Perf. Richard Jenkins. Groundswell Productions, 2007. DVD.</li> <li>• "U.S. Immigration Policy in an Unsettled World". CHOICES for the 21<sup>st</sup> Century Education Program. Watson Institute for International Studies, Brown University, 2007. Print.</li> </ul>	

## New Milford Public Schools

Committee Member(s): Michael Abraham & Greg Holmes Unit 5: Social Issues and Popular Culture	Course/Subject: History Through Film Grade Level: 11-12 # of Weeks: 2-3
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• RH 6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>• RH7: Integrate and evaluate multiple sources of information in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>• RH 8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</li> <li>• RH 9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea of event, noting discrepancies among sources.</li> <li>• W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</li> <li>• W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• SL1a: Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The art of filmmaking has long drawn upon cultural indicators such as music, fashion, language and architecture to enhance and authenticate the quality of film</li> <li>• Economic and political conditions of a given era are instrumental in shaping the social character of that era.</li> </ul>	<ul style="list-style-type: none"> <li>• What is art?</li> <li>• Why do certain time periods such as the Roaring Twenties, the Great Depression, or the Sixties stand out in the personal of American history?</li> <li>• To what extent do artistic styles reflect social realities of a given period?</li> <li>• What aspects of today's society will ultimately be romanticized or fodder</li> </ul>

<ul style="list-style-type: none"> <li>• Popular culture – in terms of art, music, fashion, etc. - is also influenced by the social and political conditions of the day.</li> <li>• Specific events can influence and characterize the character of a specific time period</li> </ul>	<ul style="list-style-type: none"> <li>• for nostalgia?</li> <li>• Does the use of film in the interpretation of history serve more to distort or illuminate the reality of the time?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The relevance of key terms and phrases associated with specific time periods</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Describe forms of art, music and recreation that grew out of specific decades.</li> <li>• Identify and describe the role of key individuals that helped to characterize specific epochs</li> <li>• Connect artistic styles and forms of entertainment to the social conditions of the day</li> <li>• Explain how key events such as the 1929 stock market crash, Woodstock, 9/11, etc., impacted popular culture</li> <li>• Contrast different cinematic attempts to capture the “flavor” of a given time period.</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Citizenship</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students will access credible websites in order to conduct independent research</li> <li>• Students will note and credit key information pertaining to websites and required in MLA documentation such as publisher, publication date, revision date and key contributors.</li> <li>• Students will access key links associated with specific websites.</li> <li>• Students will recognize and describe technical steps in the process of filmmaking</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Provide a background reading or mini-slide show on specific epochs such as the roaring 20’s, the Great Depression, or the 1960’s.</li> <li>• Share art, music and film clips that characterize the periods at hand</li> <li>• Lead discussion on signature events and forms of art, entertainment, etc. that will one day characterize the present decade</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Perform independent research on key individuals, artistic genres and events that characterize specific time periods</li> <li>• Prepare literary headlines and stories portraying key individuals, trends and events</li> <li>• Assess the lasting impact of key cultural indicators</li> </ul>

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To complete extended research on a social topic or popular issue and present research in the form of a research paper, piece of art or other medium that provides a factual portrayal of the topic researched.</p> <p><b>Role:</b> Producer</p> <p><b>Audience:</b> Teacher and class</p> <p><b>Situation:</b> Students will share their project with the class</p> <p><b>Product or Performance:</b> completed project</p> <p><b>Standards for Success:</b> Social Studies Dept. presentation rubric</p>	<ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Unit quizzes</li> <li>● Group activities</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>● <i>Across the Universe</i>. Dir. Julie Taymor. Perf. Evan Rachel Wood, Jim Sturgess, Joe Anderson. Revolution Studios, 2007. DVD.</li> <li>● <i>Cinderella Man</i>. Dir. Ron Howard. Perf. Russell Crowe, Renee Zellweger, Craig Berko. Universal Pictures, 2005. DVD.</li> <li>● <i>Eight Men Out</i>. Dir. John Sayles. Perf. John Cusack, Clifton James, Michael Lerner. Orion Pictures, 1988. DVD.</li> <li>● <i>Forrest Gump</i>. Dir. Ron Howard. Perf. Tom Hanks, Robin Wright, Gary Sinise. Paramount Pictures, 1994. DVD.</li> <li>● <i>Jazz: A film by Ken Burns</i>. n.p., n.d. 5 April 2013.</li> <li>● <i>A League of Their Own</i>. Dir. Penny Marshall. Perf. Tom Hanks, Geena Davis, Madonna. Columbia Pictures, 1992. DVD.</li> <li>● <i>PBS Jazz: A History of America's Music</i>. <i>Jazz: The Story of American Music</i>. Dir. Ken Burns. PBS, 2000. DVD.</li> <li>● <i>Sea Biscuit</i>. Dir. Tobey Ross. Perf. Gary Maguire, Jeff Bridges, Elizabeth Banks. Universal Pictures, 2003. DVD.</li> <li>● <i>The Untouchables</i>. Dir. Brian DePalma. Perf. Kevin Costner, Robert DeNiro, Sean Connery. Paramount Pictures, 1987. DVD.</li> </ul>	

## New Milford Public Schools

Committee Member(s): Michael Abraham & Greg Holmes Unit 6: The Pursuit of Human Rights	Course/Subject: History Through Film Grade Level: 11-12 # of Weeks: 2-3
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>• RH6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>• RH7: Integrate and evaluate multiple sources of information in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>• RH8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</li> <li>• RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</li> <li>• W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>• W3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>• W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• SL1a: Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>• SL 1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>• SL 1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>	

<ul style="list-style-type: none"> <li>SL 2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>There have been many artistic attempts – including those made in film – to portray struggles for human rights.</li> <li>The quest to enjoy fundamental human rights is one that is universal.</li> <li>The attainment of basic human rights has come more slowly in some civilizations than others, and varied in terms of depth.</li> </ul>	<ul style="list-style-type: none"> <li>What are the most fundamental of human rights?</li> <li>What leads some cultures to deny its own citizens rights perceived by many as fundamental?</li> <li>How does the notion of human rights continue to evolve?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>Basic human rights such as those outlined in the American Bill of Rights or the United Nations’ Universal Declaration of Human Rights.</li> <li>Pertinent vocabulary terms and concepts such as: genocide, ethnic cleansing, cultural genocide</li> </ul> Students will be able to do the following: <ul style="list-style-type: none"> <li>Cite and describe historical examples of attempted genocide</li> <li>Cite and describe historical and ongoing struggles for human freedom and equality</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>Compassion</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>Access and utilize interactive websites that address human rights issues such as the site hosted by Amnesty International.</li> <li>Examine and evaluate websites such as the Office of the High Commission on Human Rights for accuracy and relevance in portraying various human rights struggles</li> </ul>	

<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>● Provide background mini-lecture, slide show or reading on a historical attempt to eliminate an ethnic group such as the Holocaust, the Rwandan, Bosnian or Cambodian genocide.</li> <li>● Provide background mini-lecture, slide show or reading on the struggle for human equality in a nation such as the U.S., South Africa or Afghanistan.</li> <li>● Provide background mini-lecture, slide show or reading on the struggle for independence in a nation such as Algeria or India.</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>● Students will perform independent research on a specific case in which gross human rights violations have occurred.</li> <li>● Students will contrast and evaluate a film portrayal centering on human rights with information found in textual sources.</li> </ul>
<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> To create a fictionalized account of a struggle for human rights in the form of a journal entry, short story or skit.</p> <p><b>Role:</b> writer, artist, creator</p> <p><b>Audience:</b> teacher and class</p> <p><b>Situation:</b> Creative writing</p> <p><b>Product or Performance:</b> Presentation</p> <p><b>Standards for Success:</b> NMHS Creative Writing Rubric</p>	<ul style="list-style-type: none"> <li>● Group discussions – Listening and Discussion Wheel</li> <li>● Reading quiz on primary sources</li> <li>● Reaction to professional film reviews</li> </ul>

## Suggested Resources

- Block, Robert .“The Tragedy of Rwanda.” *The New York Review*, 20 Oct. 1994. Print.
- “Competing Visions of Human Rights: Questions for U.S. Policy.” CHOICES FOR THE 21<sup>ST</sup> CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. 10 May 2012.
- “*Confronting Genocide: Never Again?*” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Sixth Edition. Oct. 2010, 10 May 2012
- “*Freedom in our Lifetime: South Africa’s Struggle.*” CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Third Edition. Print.
- *Gandhi*. Dir. Richard Attenborough. Perf. Ben Kingsley, John Gielgud, Candice Bergen. International Film Investors.,1982. DVD.
- *Hotel Rwanda*. Dir. Terry George. Perf. Don Cheadle, Sophie Okonedo, Joaquin Phoenix. United Artists, 2004. DVD.
- United Nations “The Universal Declaration of Human Rights” 4 May 2012.
- “Indian Independence and the Question of Pakistan.” CHOICES FOR THE 21<sup>ST</sup> CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Third Edition. 10 May 2012
- *Invictus*. Dir. Clint Eastwood. Perf. Morgan Freeman, Matt Damon, Tony Kgoroge. Warner Bros, 2009. DVD.
- *The Killing Fields*. Dir. Roland Joffe. Perf. Sam Waterson, Haing S. Noor, John Malkovich. . Enigma, 1984. DVD.
- *The Kite Runner*. Dir. Marc Forster. Perf. Khalid Abdalla, Ahmad Khan Mahmoodzada,. Dreamworks, 2007. DVD.
- *Kundun*. Dir. Martin Scorsese. Perf. Tenzin Thuthob Tsarong, Gyurme Tethong, Tulku Jamyang Kunga Tenzin. De-Fina Cappa, 1997. DVD.
- *La Vita e Bella* (Italian version of *Life is Beautiful*). Dir. Roberto Benigni. Perf. Roberto Benigni, Nicoletta Braschi, Giorgio Cantarini. Cecci Gori Group, 1997. DVD.
- *Mississippi Burning*. Dir. Alan Parker. Perf. Gene Hackman, Willem Dafoe, Frances McDorman. Orion Pictures, 1988. DVD.
- *Schindler’s List*. Dir. Steven Spielberg. Perf. Liam Neeson, Ralph Fiennes, Ben Kingsley. Universal Pictures.,1993. DVD.
- *Seven Years in Tibet*. Dir. Jean-Jaques Annaud. Perf. Brad Pitt, David Thewlis, B.D. Wong. Mandalay Entertainment, 1997DVD.

## New Milford Public Schools

Committee Member(s): Michael Abraham & Greg Holmes Unit 7: Global Confrontations in the Modern Era	Course/Subject: History Through Film Grade Level: 11-12 # of Weeks: 2-3
<b>Identify Desired Results</b>	
<b>Common Core Standards</b>	
<ul style="list-style-type: none"> <li>• RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>• RH6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>• RH7: Integrate and evaluate multiple sources of information in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>• RH8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</li> <li>• RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea of event, noting discrepancies among sources.</li> <li>• W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</li> <li>• W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>• W3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>• W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>• W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• SL1: Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• SL1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> </ul>	

- SL1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The Cold War posed a series of unprecedented challenges and tensions for the global community – some of which have been portrayed through film</li> <li>• The Cold War was conducted in numerous regional theaters spread out across the globe.</li> <li>• The Cold War was contested in political, military and even social dimensions</li> <li>• The potential consequences of the Cold War rendered diplomacy as a vital component of conflict resolution</li> <li>• The period marking the demise of the Cold War witnessed a new ideological clash between great civilizations, that being the clash between the West and the Islamic world.</li> <li>• Like the Cold War, the struggle between the West and the Islamic world has been contended both politically and militarily.</li> </ul>	<ul style="list-style-type: none"> <li>• What propels civilizations to compete?</li> <li>• To what extent should government impact political, economic and social life?</li> <li>• Have there been successful attempts in film making to capture the depth of the Cold War?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• The factors that propelled the Cold War</li> <li>• The factors that allowed for the abrupt conclusion to the Cold War</li> <li>• Historical reasons for the clash between the Islamic world and the West.</li> </ul>	

Students will be able to do the following:

- Identify regions in which proxy wars were fought and describe the nature in which these wars were fought
- Explain how the shadow of the Cold War impacted daily life nearly across the globe.
- Describe the importance of the Iranian revolution in relations between the Islamic world and the West.
- Trace the modern rise of Islamic fundamentalism
- Cite examples of Islamic militancy toward the West and Western military actions within the Islamic world

**Character Attributes**

- Responsibility
- Loyalty
- Citizenship
- Courage
- Perseverance

**Technology Competencies**

- Students will evaluate the role of the media in covering global clashes such as the Cold War and the struggle between the Islamic world and the West
- Students will apply knowledge of digital technology in order to produce a visual presentation pertaining to global clash of civilizations.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Provide a background reading or mini-slide show on the “bookends” of the Cold War 1945 – 1990.
- Share a map with students that portrays hot spots during the Cold War
- Brainstorm or probe for prior knowledge students may have relating to the Cold War
- Provide background reading on the 1979 Iranian Revolution.
- Provide background reading on the growth of Islamic radicalism prior to September 11, 2001.

Learning Activities:

- Students may interview adults in order to acquire first hand recollection of events relating to the Cold War
- Students may perform independent research on a specific aspect of the Cold War such as the competition in conventional weaponry, nuclear weaponry or space exploration
- Students may perform independent research on a regional conflict within the Cold War such as those fought in Central America, the Caribbean, central Africa or Southeast Asia.
- Students can role play a crisis and choose among a variety of options in responding to the crisis.

<b>Assessments</b>	
<b>Performance Task(s)</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To produce a visual presentation that portrays a specific event that occurred during the Cold War or clash between the Islamic world and the West.</p> <p><b>Role:</b> Student as producer and director Audience: Teacher and class.</p> <p><b>Situation:</b> A moment within the Cold War</p> <p><b>Product or Performance:</b> PowerPoint, Prezi, film clip, poster-board or work of art</p> <p><b>Standards for Success:</b></p>	<ul style="list-style-type: none"> <li>● Group discussions – Listening Wheel</li> <li>● Reading quiz on primary sources</li> <li>● Reaction to professional film reviews</li> </ul> <p>NMHS Information Literacy Rubric</p>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>● <i>Apollo 13</i>. Dir. Ron Howard. Perf. Tom Hanks, Bill Paxton, Kevin Bacon. Universal Pictures, 1995. DVD.</li> <li>● <i>Argo</i>. Dir. Ben Affleck. Perf. Ben Affleck, Bryan Cranston, John Goodman, Warner Bros Pictures, 2012. DVD.</li> <li>● “Iran Through the Looking Glass: History, Reform and Revolution.” CHOICES FOR THE 21<sup>ST</sup> CENTURY EDUCATION PROGRAM. Watson Institute for International Studies, Brown University. Second Edition. 10 May 2012.</li> <li>● <i>Forrest Gump</i>. Dir. Ron Howard. Perf. Tom Hanks, Robin Wright, Gary Sinese. Paramount Pictures, 1994. DVD.</li> <li>● <i>Platoon</i>. Dir. Oliver Stone. Perf. Charlie Sheen, Tom Berenger, Willem Dafoe,. Orion Pictures 1986. DVD.</li> <li>● <i>Thirteen Days</i>. Dir. Roger Donaldson. Perf. Kevin Costner, Bruce Greenwood, Shawn Driscoll. New Line Cinema, 2000. DVD.</li> <li>● Paul, Lawrence – “How We Got There.” <i>The New York Times Upfront</i>, 8 Feb. 2010. Print.</li> <li>● “The Secret War.” <i>PBS Frontline</i>. 8 Nov. 2011. WGBH Education Foundation. 2012. 17 May 2012. Film.</li> <li>● Rubin, Alyssa. “Attack Adds to Signs of an Unstable Afghan Region.” <i>The New York Times</i>. 8 August 2011. Print.</li> <li>● Smith, Patricia. “The Agony of Afghanistan.” 12 Nov. 2001. Print.</li> <li>● “The United States in Afghanistan.” <i>CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM</i>. Watson Institute for International Studies, Brown University. September 2011.</li> </ul>	