

**BAA Course Framework Template****District** School District #20**Developed by:** (C. Cullen) D. McKenzie**Date Developed:** APRIL 2008**School Name:** Stanley Humphries Secondary School**Principal's Name:** Mr. D. Hickey**Board Authority / Approval Date:****Board / Authority Signature:****Course Name:** Modern History Through Film**Grade Level of Course:** 12**Number of Course Credits:** 4**Number of Hours of Instruction:** 120**Prerequisites:** Social Studies 11, Civics 11, or First Nations 12

**Course Synopsis:** History Through Film uses documentaries and feature length movies to examine international conflicts and issues of the 20<sup>th</sup> and 21<sup>st</sup> centuries. The course is divided into four main units: Multilateral Conflict (World War 2), War of Ideologies (The Cold War) The Struggle for Civil Rights, and A Modern Global Issue. A key component of this course will be drawing connections between historical events and current international situations, and will try to help students appreciate the value of looking at the past in order to better understand the present. Each week, one movie will be studied in depth, and a relevant theme explored. In most cases, a couple of hours each week will be devoted to developing background understanding of the characters, events, and themes of the movie, two more hours will be taken up by viewing the film, and the final two hours will involve follow-up activities that require personal reflection and making connections to the present. All students will be expected to maintain a response journal that will be submitted each week. The culminating activity will be an independent research project, whereby students (alone or in small groups) select a particular historical topic, watch a full-length film that relates to that topic, and then design a mini-unit based upon the movie. One of the projects will be selected as the subject material for the final week of the course.

- compare and contrast the advantages of totalitarian and democratic leadership in world conflicts
- explain how the Hitler Youth movement developed and to describe the strategies used to indoctrinate German young people
- explain different forms of resistance and espionage employed during World War 2
- outline and evaluate the effectiveness of military tactics used during specific World War 2 battles

#### List of Some Possible Movies:

**Note:** Teachers will select movies that they consider appropriate and relevant for their particular classes. The final list of movies selected for each unit should be discussed with students and sent home to parents prior to viewing. There may be certain movies that are upsetting in either content or theme to individual students, and accommodations should be made for alternate activities if someone prefers not to watch one of the films.

1. Hitler: The Rise of Evil
2. A Gathering Storm (Winston Churchill)
3. Swing Kids
4. Uprising (Warsaw ghetto uprising)
5. A Bridge Too Far
6. Cross of Iron
7. Das Boot
8. U571
9. Guns of Navarone
10. Hiroshima
11. Stalingrad
12. Windtalkers
13. A Town Like Alice
14. The Dam Busters

\* a list of films will  
be given to parents  
prior to the beginning  
of the course

#### Analysis of Movies: Students will be expected to...

- examine the historical accuracy of each film (setting, plot, main characters)
- analyse each film for bias and stereotyping
- rate each movie in terms of historical value, entertainment level, and emotional impact
- offer insight into the director's purpose for making the movie
- identify the main themes of each movie

#### Making Connections: Students will be expected to...

- look at current prominent world leaders and determine their leadership styles
- compare and contrast current prominent world leaders with their predecessors from World War 2
- evaluate the advantages and disadvantages of democratic and totalitarian leadership in countries today such as Canada, the United States, Iraq, and North Korea
- look at both positive and negative youth movements today (child soldiers in Africa, teenage Palestinian suicide bombers, the growth of neo-Nazi groups, child labour activists)
- examine the contributing factors that allow certain young people to follow militant ideologies and the factors that help others to maintain their positive values

**Rationale:** Modern History Through Film offers an option for students who enjoy history but may have difficulty with the rigorous academic demands and provincial exam of History 12. This is a course that attempts to answer the questions: "Why do we need to learn about the past? What relevance does it have in our lives today?" by continually challenging students to make connections between historical events and current modern issues. Powerful feature movies allow students to relate to certain characters in the film and to make emotional connections. There will still be an academic component, and students will be expected to learn specific content, but many of the writing assignments will be more reflective and personal in nature than traditional content-based history essays. The intent is not to provide a comprehensive overview of the large topic for each unit, but rather to explore much smaller sub-topics and themes in greater depth.

### Organizational Structure

Unit	Title	Time
Unit 1	World War 2	36 hours
Unit 2	Cold War	24 hours
Unit 3	Struggle for Civil Rights	24 hours
Unit 4	Modern Global Issue	24 hours
Unit 5	Independent Project	12 hours
	<b>Total Hours</b>	120 hours

### Description of Units:

Each week will be broken down into three sections:

- a) Building Background (Teacher-led instruction, documentaries, student research, role plays or other activities to become familiar with the content and explore the themes)
- b) Viewing the Movie (The previous few days should have set the purpose for watching the film, and students should be looking to analyse the plot, characterization, setting, and theme with a critical eye)
- c) Follow-up (Response journals, making connections between the events and themes from the movie with those of the modern world)

Suggested outlines have been offered for each unit of study, but these are intended to be flexible and will vary depending upon both the interest of the particular teacher and class and the current global situation. If teachers choose different movies, the content and making connections expectations will change. It may not be desirable, or even possible, to cover all the outcomes for each Content and Making Connections section, and teachers should use their professional judgement to select those that seem most relevant for their particular class.

### Unit One: Multilateral Conflict (World War 2) 36 hours

Students will examine various aspects of World War 2 and will watch 6 feature movies on the topic.

**Content:** Students will be expected to...

- describe the backgrounds and leadership styles of selected World War 2 leaders

- offer suggestions as to how individual teens such as themselves can make a positive difference in the world
- examine modern resistance movements
- compare and contrast modern military tactics to those used during World War 2
- discuss the impact of the atomic bomb on Japan's current nuclear weapons policy, and how this policy might be challenged if North Korea attains nuclear weapons
- write a detailed journal response that demonstrates an understanding of the issues raised by each movie and shows evidence of personal thought and reflection

### Unit Two: War of Ideology (The Cold War) 24 hours

Students will examine various aspects of The Cold War and will watch 4 feature movies on the topic.

**Content:** Students will be expected to...

- state the main components of capitalism and communism
- list some of the countries aligned with the Soviet Union and the United States during the Cold War
- explain the role Cold War tensions played during the Vietnam War
- explain the basic causes, events, and resolution of the Vietnam War
- explain how Korea came to be divided into two nations and the way both countries developed during the Cold War
- evaluate the impact that nuclear weapons played upon foreign policy during the Cold War
- explain how ordinary citizens were pressured by their governments to conform to certain beliefs

### **List of Possible Movies:**

- Manchurian Candidate
- The Package
- Funeral in Berlin
- Crimson Tide
- The Hunt for Red October
- We Were Soldiers
- Thirteen Days
- Full Metal Jacket
- Salvadore
- No Man's Land
- Dr. Strangelove

**Analysis of Movies:** Students will be expected to...

- examine the historical accuracy of each film (setting, plot, main characters)
- analyse each film for bias and stereotyping
- rate each movie in terms of historical value, entertainment level, and emotional impact
- offer insight into the director's purpose for making the movie
- identify the main themes of each movie

**Making Connections:** Students will be expected to...

- examine modern resistance movements

- evaluate the effectiveness of past and present espionage
- discuss the ways in which the Cold War affected the nations of Vietnam, South Korea, and North Korea
- examine the impact of the nuclear arms race on current policies and attitudes of the superpowers
- evaluate the historic and current value of the United Nations in maintaining world peace
- examine the growing conflict between the west and east and offer opinions on the increasing intolerance on both sides ("good vs evil")
- analyse the role of propaganda in today's conflicts
- write a detailed journal response that demonstrates an understanding of the issues raised by each movie and shows evidence of personal thought and reflection

### Unit Three: The Struggle for Civil Rights: 24 hours

Students will examine four major civil rights conflicts and will watch 4 feature movies on the topic.

**Content:** Students will be expected to...

- explain the background of the civil wars in the countries portrayed in the chosen movies
- identify the ways in which ordinary citizens helped to fight injustice
- identify individuals or organizations within each country that were responsible for the violation of human rights

#### **List of Possible Movies:**

- Schindler's List
- The Pianist
- Life is Beautiful
- A Dry White Season
- Cry Freedom
- The Birth of A Nation
- Mississippi Burning
- Hotel Rwanda
- The Killing Fields
- Ghandi

**Analysis of Movies:** Students will be expected to...

- examine the historical accuracy of each film (setting, plot, main characters)
- analyse each film for bias and stereotyping
- rate each movie in terms of historical value, entertainment level, and emotional impact
- offer insight into the director's purpose for making the movie
- identify the main themes of each movie

**Making Connections:** Students will be expected to...

- identify countries that are currently accused of human rights violations

- identify personal qualities that allow certain people to take a leading stand for human rights
- evaluate the role of organizations such as Amnesty International in today's world
- evaluate the value of torture in our modern world
- examine the role of the media (both mainstream and radical) in promoting either the protection or violation of human rights
- examine the changing role of civilians in modern conflicts
- develop a personal statement that outlines his or her own beliefs as to the basic human rights that should exist both in Canada and world-wide
- write a detailed journal response that demonstrates an understanding of the issues raised by each movie and shows evidence of personal thought and reflection

#### **Unit Four: A Modern Global Issue 24 hours**

Students will examine one current global issue in detail and will watch four feature movies that relate to that subject. For example, in 2006, teachers might choose to study a specific global conflict such as The Middle East, Iraq and the fall of Saddam Hussein, North Korea and the potential threat of Kim John Il, Afghanistan (the rise, fall, and resurrection of the Taliban), or civil war in Darfur, or might decide to take a more general approach and examine the rise of terrorism, the growing nuclear threat, the changing role of the United Nations, the AIDS pandemic, or the peace movement.

**Content:** The student will be expected to...

- describe the background information of the issue
- demonstrate understanding of the different sides of the issue

#### **List of Possible Movies:**

The movies for this unit will depend on the global issue. Once the teacher has decided upon a topic, he or she will need to research appropriate films. It would be advisable to go through this process at the beginning of the course, in order to have time to preview the movies and design corresponding activities.

**Analysis of Movies:** Students will be expected to...

- examine the historical accuracy of each film (setting, plot, main characters)
- analyse each film for bias and stereotyping
- rate each movie in terms of historical value, entertainment level, and emotional impact
- offer insight into the director's purpose for making the movie
- identify the main themes of each movie

**Making Connections:** Students will be expected to...

- explain how this current issue affects the people directly involved
- explain how this current issue affects Canadians
- offer insight into how this current issue might be at least partially resolved
- write a detailed journal response that demonstrates an understanding of the issues raised by each movie and shows evidence of personal thought and reflection

**Unit Five: Independent Project: 12 hours**

Students will choose one particular area of interest and develop a one-week unit plan that revolves around a historical movie of their choice.

**Content:** Students will be expected to...

- select a historical movie of personal interest and meaning
- research the historical events that relate to their movie
- produce a Power Point presentation that outlines the background information about their topic
- find one documentary, magazine article, or other source that further explains their topic
- design questions to go along with their documentary, article or other source
- design one class activity that relates to a theme from the movie
- list suggested questions for the follow-up journal entry

**Analysis of Movies:** Students will be expected to...

- examine the historical accuracy of each film (setting, plot, main characters)
- analyse each film for bias and stereotyping
- rate each movie in terms of historical value, entertainment level, and emotional impact
- offer insight into the director's purpose for making the movie
- identify the main themes of each movie

**Making Connections:** Students will be expected to...

- make connections between their chosen movie and a current global issue

**Instructional Components:**

- direct teacher instruction
- Power Point presentations
- Individual and small group internet and library research
- Documentaries
- Whole class discussions
- Debates
- Role plays
- Student led instruction
- Journal writing

**Assessment Components:**

- content-based quizzes
- participation in discussions and group activities
- weekly journals
- completion of comprehension activity sheets
- peer evaluation
- combination of teacher and student evaluation of major project