

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: AMERICAN SOCIETY AND FILM (1: AMERICAN MOVIES IN THE AGE OF ROOSEVELT, 1932-1945)</b> <b>COURSE NUMBER: 120</b>
<b>GRADE(S): 11-12</b>	<b>NOTE: THIS COURSE FOCUSES ON FILM AS SOCIAL COMMENTARY. EACH TRIMESTER THE TEACHER SELECTS ONE OF FOUR ERAS TO BE STUDIES.</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
The Art of Watching Films	10 days	<ul style="list-style-type: none"> <li>Film-making concepts and techniques</li> <li>Film appreciation and criticism</li> <li>Film history</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify characteristics of film.</li> <li>Compare and contrast art forms.</li> <li>Describe types of themes prevalent in films.</li> <li>Explain methods of characterization.</li> <li>Describe types of characters.</li> <li>Explain the goals of cinematic composition.</li> <li>Identify and describe film concepts.</li> <li>Analyze and evaluate film elements used in <i>Occurrence at Owl Creek Bridge</i>.</li> <li>Summarize and evaluate key themes in film history.</li> <li>Observe and interpret material from the film <i>American Cinema</i>.</li> <li>Observe and interpret material from the film <i>How Movies Work</i>.</li> <li>Investigate film techniques using computer technology.</li> <li>Work in cooperative learning groups.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Film clip analysis and evaluation</li> <li>Film analysis through CD-ROM</li> </ul>	<ul style="list-style-type: none"> <li>History 2,6</li> <li>Economics 4</li> </ul>
Early Depression Years, 1932-1935	10 days	<ul style="list-style-type: none"> <li>Causes of the Great Depression</li> <li>Depression conditions</li> <li>Response of the Hoover Administration</li> <li>The Scottsboro Case</li> <li>FDR and the New Deal</li> <li>Hollywood musicals and Depression America</li> <li>The Gangster film genre and the challenge to authority</li> <li>Film and social injustice</li> <li>The Marx Brothers and Mae West challenge societal values</li> <li>Horror films and escapism</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Explain and evaluate economic change.</li> <li>Describe and evaluate the response of government to economic change.</li> <li>Evaluate institutional change.</li> <li>Brainstorm social conditions and analyze their impact.</li> <li>Describe and interpret expressions of racism.</li> <li>Compare and contrast regional differences.</li> <li>Work in cooperative learning groups.</li> <li>Analyze how films reflected the conditions, concerns, and hopes of the era.</li> <li>Observe and interpret material from <i>The Public Enemy</i>, <i>Top Hat</i>, and other films of the early 1930s.</li> <li>Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>Summarize material from <i>The Great</i></li> </ul>	<ul style="list-style-type: none"> <li>Written analysis of Hollywood musicals and Depression America</li> <li>Written analysis of Gangster Films and Depression America</li> <li>Written analysis of Social Consciousness films and Depression America</li> <li>Written analysis of Comic Films and Depression America</li> <li>Written analysis of Horror films and Depression America</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>History 1,2,4,5,6</li> <li>Economics 11,12,13,15</li> <li>Civics &amp; Government 16,19</li> </ul>

			<p><i>Depression: America in the 1930s.</i></p> <ul style="list-style-type: none"> <li>Observe and interpret material from the films: <i>The Great Depression, FDR, Scottsboro.</i></li> </ul>	<ul style="list-style-type: none"> <li>Discussions</li> </ul>	
The New Deal and the Common Man	13 days	<ul style="list-style-type: none"> <li>FDR and the New Deal</li> <li>The Great Depression and farm workers</li> <li>The Great Depression and the industrial worker</li> <li>Blacks and Jews in the 1930s</li> <li>The Dust Bowl</li> <li>Frank Capra Films and the American Dream</li> <li><i>The Grapes of Wrath</i>: literature into cinema</li> <li><i>Citizen Kane</i> and the American Dream</li> <li>Screwball Comedies and notions of gender roles</li> <li>Film and social consciousness</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Explain and evaluate the response of government to economic change.</li> <li>Describe social and economic conditions and evaluate their impact.</li> <li>Analyze and evaluate struggles for social and economic rights.</li> <li>Understand cultural and ethnic differences.</li> <li>Evaluate reasons for and expressions of bigotry.</li> <li>Compare and contrast regional differences.</li> <li>Describe and analyze the impact of environmental change.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Discuss and interpret various notions of the American Dream.</li> <li>Analyze and interpret the novel <i>The Grapes of Wrath</i>.</li> <li>Compare and contrast literature and film as art forms.</li> <li>Analyze how films reflected the conditions, concerns, and hopes of the era.</li> <li>Observe and interpret material from <i>Mr. Deeds Goes to Town, The Grapes of Wrath</i> and other films of the 1930s.</li> <li>Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>Summarize material from <i>The Great Depression: America in the 1930s.</i></li> <li>Observe and interpret material from the films: <i>The Great Depression, Frank Capra's America.</i></li> </ul>	<ul style="list-style-type: none"> <li>Written analysis of Frank Capra films and the notion of the American Dream</li> <li>Written analysis of <i>Citizen Kane</i> and the notion of the American Dream</li> <li>Analytical essay comparing and contrasting the novel <i>The Grapes of Wrath</i> and its screen version</li> <li>Written analysis of Screwball comedies and gender roles</li> <li>Written analysis of social consciousness films</li> <li>Test</li> <li>Discussions</li> </ul>	<ul style="list-style-type: none"> <li>History 1,2,3,4,5,6</li> <li>Geography 7,8,9,10</li> <li>Economics 11,12,13,15</li> <li>Civics &amp; Government 16,19</li> </ul>
The Golden Age of the Studio System	5 days	<ul style="list-style-type: none"> <li>Classic films of the height of the studio system</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Work in cooperative learning groups.</li> <li>Observe and interpret a film from the golden era of Hollywood.</li> <li>Collaborate with others to research, prepare, and report on selected film.</li> </ul>	<ul style="list-style-type: none"> <li>Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>History 1,2,3</li> </ul>
World War II	14 days	<ul style="list-style-type: none"> <li>Causes of World War II</li> <li>The U.S., Japan, and Pearl Harbor</li> <li>Military aspects of the war</li> <li>Diplomatic aspects of the war</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Describe the causes of war.</li> <li>Examine and analyze the impact of warfare.</li> <li>Understand and analyze uses of propaganda.</li> </ul>	<ul style="list-style-type: none"> <li>Written analysis of <i>Casablanca</i> as a reflection of wartime values</li> </ul>	<ul style="list-style-type: none"> <li>History 1,2,3,4,5,6</li> <li>Geography 8</li> <li>Economics</li> </ul>

		<ul style="list-style-type: none"> <li>• Social Changes and the Homefront</li> <li>• Hollywood and the effort to win the war</li> <li>• <i>Casablanca</i>: Will this Picture Help Win the War?</li> <li>• <i>The Best Years of Our Lives</i> and the adjustment to peacetime</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and understand myths.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Evaluate notions of heroism.</li> <li>• Describe and evaluate economic change.</li> <li>• Describe and evaluate social change.</li> <li>• Examine and evaluate change in the role of government.</li> <li>• Analyze and evaluate struggles for social and economic rights.</li> <li>• Investigate World War II using computer technology.</li> <li>• Analyze how films reflected the conditions, concerns, and hopes of the era.</li> <li>• Observe and interpret material from <i>Casablanca</i>, <i>The Best Years of Our Lives</i> and other films of the 1940s.</li> <li>• Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>• Work in cooperative learning groups.</li> <li>• Observe and interpret material from the films: <i>The Homefront</i>, <i>WWII and the Propaganda War</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Written analysis of WWII combat films and myths</li> <li>• Written analysis of comic/satirical films and the war</li> <li>• Written analysis of Hollywood and the homefront</li> <li>• Written analysis of the use of documentary films</li> <li>• Written analysis of <i>The Best Years of Our Lives</i> and the adjustment to peace</li> <li>• Test</li> <li>• Discussions</li> <li>• Understanding World War II through CD-ROM</li> </ul>	<p>11,12,13,14</p> <ul style="list-style-type: none"> <li>• Civics &amp; Government 16,19</li> </ul>
Film History	10 days	<ul style="list-style-type: none"> <li>• Film genres</li> <li>• Notable directors</li> <li>• The Hollywood system</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Examine and evaluate the artistic vision and style of important directors.</li> <li>• Observe and analyze material from the films: <i>The Celluloid Closet</i>, <i>Jews</i>, <i>Movies</i>, and <i>the American Dream</i>, <i>Visions of Light</i>.</li> <li>• Analyze film clips.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• History 1,2,4,5</li> <li>• Economics 12,13</li> <li>• Civics &amp; Government 19</li> </ul>