

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: AMERICAN SOCIETY AND FILM (2: 1946-1960)</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 STUDIED.</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>	History 2,6 Economics 4
World War II	10 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>Social changes and the Homefront</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>Discuss and understand myths.</li> <li>Compare and contrast notions of heroism.</li> <li>Describe and evaluate political, economic, and social change.</li> <li>Analyze and evaluate struggles for social and economic rights.</li> <li>Investigate World War II using computer technology.</li> <li>Collaborate with others to research, prepare, and report on selected film.</li> <li>Critique various cinematic representations of WWII.</li> <li>Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>Observe and analyze material from the film <i>From Here to Eternity</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Group oral presentation</li> <li>Written analysis of <i>From Here to Eternity</i></li> <li>Comparative written analysis of combat films</li> <li>Comparative written analysis of cinematic war heroes</li> <li>Comparative written analysis of unconventional, non-heroic film protagonists</li> <li>Written analysis of <i>The Bridge on the River Kwai</i></li> <li>Written analysis of <i>The Caine Mutiny</i></li> <li>Comparative written analysis of World War II action-adventure epics</li> </ul>	History 1,2,3,4,5,6 Geography 8 Economics 11, 12,13 Civics & Government 16,19

				<ul style="list-style-type: none"> <li>• Written analysis of a key WWII battle and its cinematic interpretation</li> <li>• Cinema and biography: Written analysis of <i>Patton</i></li> <li>• Rebirth of the combat film: Written analysis of <i>Saving Private Ryan</i></li> </ul>	
Cold War and McCarthyism	12 days	<ul style="list-style-type: none"> <li>• Origins of the Cold War</li> <li>• The Truman Doctrine and the Marshall Plan</li> <li>• The Berlin Airlift</li> <li>• The Korean War</li> <li>• Origins of McCarthyism</li> <li>• Hollywood and HUAC</li> <li>• Rise and fall of Joseph McCarthy</li> <li>• Atomic Weapons and the Cold War</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Examine the causes of conflict.</li> <li>• Compare and contrast U.S.-Soviet responses.</li> <li>• Understand the origins of Red baiting.</li> <li>• Examine the moral dilemmas of informing.</li> <li>• Analyze the concept of demagoguery.</li> <li>• Evaluate the influence of new technology on politics.</li> <li>• Evaluate the impact of new technology on international relations.</li> <li>• Work in cooperative learning groups.</li> <li>• Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>• Evaluate information from primary sources.</li> <li>• Critique various cinematic representations of the McCarthy era.</li> <li>• Observe and analyze material from the films <i>Invasion of the Body Snatchers</i> and <i>On the Waterfront</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Discussions</li> <li>• Written analysis of the morality of informing: <i>On the Waterfront</i></li> <li>• Written analysis of Westerns as reflections of Cold War ideology</li> <li>• Written analysis of science fiction films as representations of Cold War concerns</li> <li>• Comparative written analysis of cinematic depictions of McCarthyism: <i>The Front</i> and <i>Guilty By Suspicion</i></li> </ul>	<p>History 1,2,3,4,5,6 Geography 8,10 Economics 15 Civics &amp; Government 16,18,19,20</p>
Growing Up in the 1950s	8 days	<ul style="list-style-type: none"> <li>• The Eisenhower Administration</li> <li>• Middle class life in the 1950s</li> <li>• Technological and economic changes</li> <li>• Education and Sputnik</li> <li>• Young people as a new social class</li> <li>• Cultural change</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Examine political characteristics of the 1950s.</li> <li>• Describe the impact of demographic change.</li> <li>• Evaluate the impact of technological and economic change.</li> <li>• Understand the roots of generational differences.</li> <li>• Describe and evaluate the seeds of cultural rebellion</li> <li>• Investigate information in secondary source: <i>The Fifties</i>.</li> <li>• Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>• Observe and analyze material from the films <i>Eisenhower</i>, <i>The Beat</i>, <i>Early Legends of Rock 'n Roll</i>.</li> <li>• Critique various cinematic representations of young people in the 1950s.</li> <li>• Observe and analyze <i>Rebel Without A Cause</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Discussions</li> <li>• Written analysis of <i>Rebel Without A Cause</i></li> <li>• Written analysis of cinematic depictions of juvenile delinquency: <i>The Wild One</i> and <i>Blackboard Jungle</i></li> <li>• Written analysis of nostalgic cinematic depictions of growing up in the '50s: <i>Back to the Future</i>, <i>Diner</i>, <i>Peggy Sue Got Married</i>, <i>American Graffiti</i>, <i>Pleasantville</i></li> <li>• Comparative written analysis of musical cinematic depictions of youth: <i>West Side Story</i> and <i>Grease</i></li> </ul>	<p>History 1,2,3,6 Geography 9,10 Economics 13</p>
Social Issues	13 days	<ul style="list-style-type: none"> <li>• Origins of the Civil Rights Movement</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the causes of the civil rights movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Discussions</li> </ul>	<p>History 1,2,3,4,5,6</p>

		<ul style="list-style-type: none"> <li>Jackie Robinson and the integration of baseball</li> <li>The Emmett Till Case</li> <li>Rosa Parks, Martin Luther King, and the Montgomery Bus Boycott</li> <li>Crisis at Central High School</li> <li>African-Americans in Film</li> <li>The Quiz Show scandals</li> <li>Poverty and farm workers</li> <li>Other themes: Anti-Semitism, bigotry, substance abuse, freedom of speech, justice and the legal system</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the impact of individuals who challenged racial intolerance.</li> <li>Analyze the role of government in promoting racial equality.</li> <li>Evaluate the role of technology in promoting social change.</li> <li>Examine the role of film in promoting and ending racial stereotypes.</li> <li>Analyze the conflict in ethics and other values created by new technology.</li> <li>Describe the characteristics of rural poverty.</li> <li>Collaborate with others to research, prepare, and report on selected film.</li> <li>Critique various cinematic representations of social issues in the 1950s.</li> <li>Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>Investigate information in secondary source: <i>The Fifties</i>.</li> <li>Investigate information in primary source: <i>Harvest of Shame</i>.</li> <li>Observe and analyze material from the films <i>The Rage Within</i>, <i>Eyes on the Prize</i>, <i>The Quiz Show Scandals</i>, <i>The Black Experience in Hollywood</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Group oral presentation</li> <li>Written analysis of cinematic depiction of race relations: <i>The Defiant Ones</i>, <i>Home of the Brave</i>, <i>The Long Walk Home</i>, <i>A Raisin in the Sun</i>, <i>Bad Day At Black Rock</i></li> <li>Written analysis of film and the issue of anti-Semitism: <i>Gentleman's Agreement</i></li> <li>Comparative written analysis of film and substance abuse: <i>The Man With the Golden Arm</i> and <i>Days of Wine and Roses</i></li> <li>Written analysis of the justice system: <i>12 Angry Men</i>, <i>Judgment At Nuremberg</i>, <i>Inherit the Wind</i></li> <li>Written analysis of television, ethics, and the American Dream: <i>Quiz Show</i></li> </ul>	Geography 9 Economics 11,13, 14 Civics & Government 16,18,19
Men and Women	7 days	<ul style="list-style-type: none"> <li>Changing gender roles and issues</li> <li>Changing attitudes toward sexuality</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Evaluate the role of economics and technology in promoting distinct gender roles and stereotypes.</li> <li>Examine the role of film in promoting gender stereotypes.</li> <li>Examine the role of film in challenging gender stereotypes.</li> <li>Examine the role of film in reflecting changing attitudes towards sexuality.</li> <li>Critique various cinematic representations of gender relations.</li> <li>Observe and analyze material from the films <i>Let's Play House</i>, <i>Burning Desire</i>, <i>The Celluloid Closet</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Discussions</li> <li>Written analysis of film and gender relations: <i>The Apartment</i>, <i>Adam's Rib</i>, <i>The African Queen</i>, Marilyn Monroe films, Doris Day films, films by Alfred Hitchcock</li> </ul>	History 1,2,3,4,6 Economics 13
Film History	If time permits	<ul style="list-style-type: none"> <li>Film genres</li> <li>Notable directors</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Examine and evaluate the artistic vision and style of important directors.</li> <li>Examine film genres.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> </ul>	History 1,2,4,5 Economics 12,13 Civics & Government 19