

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: AMERICAN SOCIETY AND FILM (3: 1961-1974) COURSE NUMBER: 120
GRADE(S): 11-12	NOTE: THIS COURSE FOCUSES ON FILM AS SOCIAL COMMENTARY. EACH TRIMESTER THE TEACHER SELECTS ONE OF FOUR ERAS TO BE STUDIED.

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
The Art of Watching Films	10 days	<ul style="list-style-type: none"> Film-making concepts and techniques Film appreciation and criticism Film history 	<p>Students will:</p> <ul style="list-style-type: none"> Identify characteristics of film. Compare and contrast art forms. Describe types of themes prevalent in films. Explain methods of characterization. Describe types of characters. Explain the goals of cinematic composition. Identify and describe film concepts. Analyze and evaluate film elements used in <i>Occurrence at Owl Creek Bridge</i>. Summarize and evaluate key themes in film history. Observe and interpret material from the film <i>American Cinema</i>. Observe and interpret material from the film <i>How Movies Work</i>. Investigate film techniques using computer technology. Work in cooperative learning groups. 	<ul style="list-style-type: none"> Test Discussions Film clip analysis and evaluation Film analysis through CD-ROM 	History 2,6 Economics 4
The Kennedy Years	13 days	<ul style="list-style-type: none"> Election of 1960 The Bay of Pigs Operation Mongoose The Cuban Missile Crisis The realities of Nuclear War Evaluation of JFK as President JFK assassination and the surrounding controversy 	<p>Students will:</p> <ul style="list-style-type: none"> Identify characteristics of the 1960 presidential election. Examine the causes of Cold War conflict. Describe and evaluate U.S. actions against Cuba. Analyze decision-making process of government leaders. Evaluate the impact of technology on international relations. Investigate the Kennedy assassination using computer technology. Work in cooperative learning groups. Compare and evaluate competing historical interpretations. Evaluate information from primary and secondary sources. Extrapolate material from readings in <i>Hollywood's America</i>. Observe, analyze, and critique the film <i>Dr. Strangelove</i>. Observe, analyze, and critique the film <i>JFK</i>. Analyze the relationship between art and history. Observe and interpret material from the film <i>Nuclear War: A Guide to Armageddon</i>. 	<ul style="list-style-type: none"> Test Discussions Investigative analysis through CD-ROM Written analysis of <i>Dr. Strangelove</i> Written analysis of <i>JFK</i> 	History 1,2,3,6 Geography 8,10 Economics 15 Civics & Government 16, 18

The Civil Rights Era	12 days	<ul style="list-style-type: none"> • Sit-Ins and Freedom Rides • Birmingham demonstrations • Death of Medgar Evers • March on Washington • Freedom Summer • The Selma Campaign • Black Power 	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the characteristics of the civil rights movement. • Evaluate the impact of individuals who challenged racial intolerance. • Analyze the role of government in promoting racial equality. • Evaluate the role of technology in promoting social change. • Investigate the Civil Rights Movement using computer technology. • Work in cooperative learning groups. • Evaluate information from primary and secondary sources. • Extrapolate material from readings in <i>Hollywood's America</i>. • Compare and contrast cinematic images of African-Americans with their historical counterparts. • Compare and critique cinematic depictions of the Civil Rights Movement. • Analyze the relationship between art and history. 	<ul style="list-style-type: none"> • Test • Discussions • Investigative analysis through CD-ROM • Comparative written analysis of <i>In the Heat of the Night</i> and <i>Mississippi Burning</i> 	History 1,2,3,4,5,6 Civics & Government 16,17,18,19
The Vietnam War	8 days	<ul style="list-style-type: none"> • why the U.S. got involved in Indochina. • the significance of Ho Chi Minh, the Vietcong, and Ngo Dinh Diem. • Kennedy and troop commitment to Vietnam. • the circumstances surrounding the Gulf of Tonkin incident • the Johnson Administration arguments for escalation of the war. • the life of an American soldier in Vietnam. • the nature and significance of the My Lai massacre. • the significance of such terms as: free fire zone, body count, pacification, Indian 	<p>Students will:</p> <ul style="list-style-type: none"> • Describe and analyze the causes of war. • Identify and evaluate the characteristics of war. • Understand the implications of war. • Evaluate information from primary and secondary sources. • Extrapolate material from readings in <i>Hollywood's America</i>. • Compare and critique cinematic depictions of the Vietnam War. • Analyze the relationship between art and history. • Interpret historical fiction. • Understand myths. • Evaluate notions of heroism. 	<ul style="list-style-type: none"> • Test • Discussions • Written analysis of the Vietnam combat film: <i>Platoon</i> • Understanding mythic traditions: Written analysis of <i>The Green Berets</i> • Understanding historical drama: Written analysis of <i>The Killing Fields</i> • Comparing literature and film: Written analysis of the book and film versions of <i>Born on the Fourth of July</i> • Evaluating notions of heroism: Comparative written analysis of the protagonists in <i>The Green Berets</i>, <i>The Deer Hunter</i>, and <i>Coming Home</i> 	History 1,2,3,5 Geography 8,9,10 Civics & Government 16,18

		<p>Country, Vietnamization.</p> <ul style="list-style-type: none"> the significance of the Tet Offensive. The war during the Nixon years The outcome of the war 		<ul style="list-style-type: none"> Oscar-winning directors and the war: Analysis of Cimino's <i>The Deer Hunter</i>, Coppola's <i>Apocalypse Now</i>, or Kubrick's <i>Full Metal Jacket</i> 	
The Times They Are A Changin'	10 days	<ul style="list-style-type: none"> the social and cultural changes that took place in America during the 1960s the political protest that took place during the 1960s including the Free Speech Movement, Draft resistance, SDS, and Kent State the major events of 1968 	<p>Students will:</p> <ul style="list-style-type: none"> Examine political characteristics of the 1960s. Describe the impact of demographic change. Understand the roots of generational differences. Describe and evaluate the seeds of cultural change. Understand the role of citizen protest in the American political system. Investigate material in secondary and primary sources. Observe and analyze material from the films <i>Berkeley in the Sixties</i> and <i>1968</i>. Collaborate with others to research, prepare, and report on selected film. Critique various cinematic representations of the late 1960s. 	<ul style="list-style-type: none"> Test Discussions Group oral presentation Written analysis of <i>The Graduate</i> Expressions of 1960s culture: Written analysis of one of the following: <i>Bonnie and Clyde</i>, <i>Easy Rider</i>, <i>Hair</i>, <i>The Doors</i>, <i>The Right Stuff</i>, <i>Midnight Cowboy</i>, <i>M*A*S*H</i>, <i>Carnal Knowledge</i>, <i>Five Easy Pieces</i>, <i>2001: A Space Odyssey</i>, <i>Clockwork Orange</i> 	History 1,2,3,4,5 Civics & Government 16,18,19
Watergate and Beyond	7 days	<ul style="list-style-type: none"> The Watergate Scandals The Impeachment Crisis The Secret Government: Abuses of the FBI and CIA 	<p>Students will:</p> <ul style="list-style-type: none"> Describe responsible and irresponsible exercise of authority and power. Explain the place of institutions of government in checking the abuses of power. Evaluate the impact of the abuse of power on American citizens. Investigate material in secondary and primary sources. Observe and analyze material from the films <i>Watergate</i> and <i>The Secret Government</i>. Collaborate with others to research, prepare, and report on selected film. Analyze the relationship between art and history. Critique various cinematic representations of the early 1970s. 	<ul style="list-style-type: none"> Quiz Discussions Group oral presentation Written analysis of one of the following: <i>All the President's Men</i>, <i>Nixon</i>, <i>The Conversation</i>, <i>Chinatown</i>, <i>Network</i>, <i>The Godfather</i> films, <i>The Parallax View</i>, <i>Taxi Driver</i>, <i>Dirty Harry</i> 	History 1,2,3, Civics & Government 16, 17,18,19