

WARREN COUNTY SCHOOL DISTRICT
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: U.S. History through Film

Course Number: yet to be determined

Course Prerequisites: U.S. I

Course Description: U.S. History through Film covers the period of American history from the creation of our country to present day. Like written history, Hollywood films with historical themes reflect the society that produced them. Students will learn how the movie reflects the values, ideas, and politics of the times in which the films were created. In addition, movies based on history and written history are both an interpretation of events. It is the job of the student to compare the film evidence to more traditional sources such as historical primary documents to interpret and evaluate.

Suggested Grade Level: 11-12

Length of Course: X One Semester Two Semesters Other

Units of Credit: 1/2 (Insert *NONE* if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s)
secondary social studies

Certification verified by WCSD Human Resources Department:

 Yes No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

Videos/DVDS:

1776

Gone With the Wind

Birth of a Nation

Dances With Wolves

Avalon

Cinderella Man

Day After Trinity

Best Years of Our Lives

Dr. Strangelove

The Ghosts of the Mississippi

Malcolm X

Thirteen Days

Green Berets

All the President's Men

The above list represents district provided motion media for the class. Alternative motion media which is school appropriate and falls within the seven identified themes may be substituted

BOARD APPROVAL:

Date Written: October 2010

Date Approved: _____

Implementation Year: 2011-2012

Suggested Supplemental Materials: none

Course Standards

PA Academic Standards and Anchors: (List by Number and Description)

8.1.12 Historical Analysis and Skills Development

8.3.12 United States History

8.2.12 Pennsylvania History

7.1.12 Basic Geographic Literacy

7.2.12 Physical Characteristics of Places and Regions

7.3.12 Human Characteristics of Places and Regions

7.4.12 Interactions Between People and the Environment

6.1.12: Scarcity and Choice

6.2.12 Markets and Economic Systems

6.3.12 Functions of Government

6.4.12 Economic Interdependence

6.5.12 Income, Profit, and Wealth

5.1.12 Principles and Documents of Government

5.2.12 Rights and Responsibilities of Citizenship

5.3.12 How Government Works

5.4.12 How International Relationships Function

R11.A.2 Understand nonfiction appropriate to grade level

R11.B.3 Understand concepts and organization of nonfictional text

M11.A.3 Compute accurately and fluently and make reasonable estimates.

M11.D.3 Analyze change in various contexts

M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data

M11.E.3 Understand and/or apply basic concepts of probability or outcomes

M11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.

WCSD Academic Standards:

none

Industry or Other Standards:

none

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate adaptations to instruction and assessment based upon a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

**SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND
ELIGIBLE CONTENT WHERE APPLICABLE**

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

PA Standard: 8.1.12 Historical Analysis and Skills Development

	Performance Indicators			
A.	Evaluate patterns of continuity and rates of change over time, applying context of events .			
B.	Evaluate the interpretation of historical events and sources , considering the use of fact versus opinion , multiple perspectives, and cause and effect relationships.			
C.	Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.			

PA Standard: 8.3.12 United States History

	Performance Indicators			
A.	Evaluate the role groups and individuals from the U.S. played in the social, political , cultural, and economic development of the world.			
B.	Evaluate the impact of historical documents, artifacts , and places in U.S. history which are critical to world history			
C.	Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations			
D.	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race			

	Working conditions Immigration Military conflict Economic stability			
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PA Standard: 8.2.12 Pennsylvania History

	Performance Indicators			
A.	Evaluate the role groups and individuals from Pennsylvania played in the social , political, cultural, and economic development of the US and the world.			
B.	Evaluate the impact of historical documents, artifacts , and places in Pennsylvania which are critical to U.S. history and the world.			

PA Standard: 7.1.12 Basic Geographic Literacy

	Performance Indicators			
A.	Use geographic tools to analyze information about the interaction between people, places , and the environment .			
B.	Assess how physical changes to a region may have global impact			

PA Standard: 7.2.12 Physical Characteristics of Places and Regions

	Performance Indicators			
A.	Analyze the physical characteristics of places and regions , including the interrelationships among the components of Earth's physical systems.			
B.	Analyze the significance of physical processes in shaping the character of places and regions .			

PA Standard: 7.3.12 Human Characteristics of Places and Regions

	Performance Indicators			
A.	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities			

PA Standard: 7.4.12 Interactions Between People and the Environment

	Performance Indicators			
A.	Analyze the global effects of changes in the physical systems.			
B.	Analyze the global effects of human activity on the physical systems.			

PA Standard: 6.1.12: Scarcity and Choice

	Performance Indicators			
A.	Predict the long-term consequences of decisions made because of scarcity .			
B.	Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services .			
C.	Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.			
D.	Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.			

PA Standard: 6.2.12 Markets and Economic Systems

	Performance Indicators			
A.	Evaluate the flow of goods and services in an international economy.			
B.	Analyze the effect of changes in the level of competition in different markets			
C.	Predict and evaluate how media affects markets			
D.	Predict how changes in supply and demand affect equilibrium price and quantity sold.			
E.	Evaluate the health of an economy (local, regional, national, global) using economic indicators.			
F.	Evaluate the impact of private economic institutions on the individual, the national and the international economy.			
G.	Evaluate various economic systems .			

PA Standard: 6.3.12 Functions of Government

	Performance Indicators			
A.	Evaluate the costs and benefits of government decisions to provide public goods and services .			
B.	Assess the government's role in regulating and stabilizing the state and national economy.			
C.	Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.			
D.	Evaluate the role that governments play in international trade .			

PA Standard: 6.4.12 Economic Interdependence

	Performance Indicators			
B.	Assess the growth and impact of international trade around the world.			
D.	Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.			

PA Standard: 6.5.12 Income, Profit, and Wealth

	Performance Indicators			
A.	Analyze the factors influencing wages.			
B.	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.			
F.	Assess the impact of entrepreneurs on the economy.			
G.	Analyze the risks and returns of various investments.			
H.	Evaluate benefits and costs of changes in interest rates for individuals and society.			

PA Standard: 5.1.12 Principles and Documents of Government

	Performance Indicators			
A.	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good .			
B.	Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity			

	of government .			
C.	Evaluate the application of the principles and ideals in contemporary civic life . Liberty / Freedom Democracy Justice Equality			
D.	Evaluate state and federal powers based on significant documents and other critical sources. Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution			
E.	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.			
F.	Evaluate the role of nationalism in uniting and dividing citizens .			

PA Standard: 5.2.12 Rights and Responsibilities of Citizenship

	Performance Indicators			
A.	Evaluate an individual's civil rights , responsibilities and obligations in various contemporary governments .			
B.	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.			
C.	Evaluate political leadership and public service in a republican form of government .			
D.	Evaluate and demonstrate what makes competent and responsible citizens .			

PA Standard: 5.3.12 How Government Works

	Performance Indicators			
A.	Analyze the changes in power and authority among the three branches of government over time.			
B.	Compare and contrast policy-making in various contemporary world governments .			
C.	Evaluate how government agencies create, amend, and			

	enforce regulations.			
D.	Evaluate the roles of political parties, interest groups , and mass media in politics and public policy.			
E.	Evaluate the fairness and effectiveness of the United States electoral processes, including the electoral college .			
F.	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.			
G.	Evaluate the impact of interest groups in developing public policy.			
H.	Evaluate the role of mass media in setting public agenda and influencing political life.			
I.	Evaluate tax policies of various states and countries.			
J.	Evaluate critical issues in various contemporary governments .			

PA Standard: 5.4.12 How International Relationships Function

	Performance Indicators			
A.	Examine foreign policy perspectives, including realism , idealism , and liberalism .			
B.	Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy , economic aid, military aid, sanctions , treaties).			
C.	Evaluate the effectiveness of international organizations, both governmental and non-governmental .			
D.	Evaluate the role of mass media in world politics.			
E.	Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy .			

Anchor: R11.A.2 Understand nonfiction appropriate to grade level

	Performance Indicators			
1.	Identify and apply the meaning of vocabulary in nonfiction.			
2.	Identify and apply word recognition skills.			
3.	Make inferences, draw conclusions, and make generalizations based on text.			

4.	Identify and explain main ideas and relevant details.			
5.	Summarize a nonfictional text as a whole			

Anchor: R11.B.3 Understand concepts and organization of nonfictional text

	Performance Indicators			
1.	Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.			
2.	Distinguish between essential and nonessential information within or between texts.			
3.	Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.			

Anchor: M11.A.3 Compute accurately and fluently and make reasonable estimates.

	Performance Indicators			
1.	Apply the order of operations in computation and in problem-solving situations.			
2.	Use estimation strategies in problem solving situations.			

Anchor: M11.D.3 Analyze change in various contexts

	Performance Indicators			
1.	Describe and/or determine change.			

Anchor: M11.E.1 Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data

	Performance Indicators			
1.	Appropriately display and/or use data in problem-solving settings.			

Anchor: M11.E.3

Understand and/or apply basic concepts of probability or outcomes

	Performance Indicators			
1.	Apply probability and/or odds to practical situations.			
2.	Apply counting techniques in problem-solving settings.			

Anchor: M11.E.4 Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.

	Performance Indicators			
1.	Make predictions using data displays and probability.			

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Suggested assessments include, but are not limited to the following:

- movie reviews
- film criticism
- debates
- Class discussion
- essays
- tests
- research papers
- movie content quizzes

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: _____ Yes X No

District-wide Final Examination Required: _____ Yes X No

Course Challenge Assessment :
Does not apply.

ESSENTIAL QUESTIONS, COURSE SEQUENCE AND TIMELINE

Essential Questions

1. Is film a legitimate historical source?
2. To what extent is film evidence legitimate?
3. What determines the legitimacy of film evidence?
4. What determines the illegitimacy of film evidence?
5. Is film evidence ever better than traditional historical sources?
6. Can Hollywood films be used to teach history?

Sequence and Timeline

- I. Creating a Nation (1 week)
- II. Union in Crisis (2 weeks)
- III. Birth of Modern America (2 weeks)
- IV. Boom and Bust (1 Week)
- V. Global Struggles (3-4 weeks)
- VI. Time of Upheaval (5-6 weeks)
- VII. Recent U.S. History (2 weeks)

Objectives:

1. Students will critically analyze full-length feature films as historical evidence.
2. Students will engage in the interrogation of traditional historical sources by exposing them to relevant written material on past events.
3. Students will study selected topics in United States history as they

4. To improve students' research and writing skills through the assignment of critical essays on selected subjects that use film and traditional sources as evidence.
5. To impart an in-depth knowledge of major topics in U. S. history.

FILMS BY UNIT

I. Creating a Nation (1 week)

- a. 1776

II. Union in Crisis (2 weeks)

- a. Gone With the Wind
- b. Birth of a Nation

III. Birth of Modern America (2 weeks)

- a. Dances With Wolves
- b. Avalon

IV. Boom and Bust (1 Week)

- a. Cinderella Man

V. Global Struggles (3-4 weeks)

- a. Day After Trinity
- b. Best Years of Our Lives

VI. Time of Upheaval (5-6 weeks)

- a. Dr. Strangelove
- b. The Ghosts of the Mississippi
- c. Malcolm X
- d. Thirteen Days
- e. Green Berets

VII. Recent U.S. History (2 weeks)

- a. All the President's Men

The above list represents district provided motion media for the class. Alternative motion media which is school appropriate and falls within the seven identified themes may be substituted.

WRITING TEAM: Todd Heffern

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? x Yes No
2. Does this course issue a mark/grade for the report card? X Yes No
3. Does this course issue a Pass/Fail mark? Yes X No
4. Is the course mark/grade part of the GPA calculation? X Yes No
5. Is the course eligible for Honor Roll calculation? Yes No
6. What is the academic weight of the course?
 No weight/Non credit X Standard weight
 Enhanced weight)