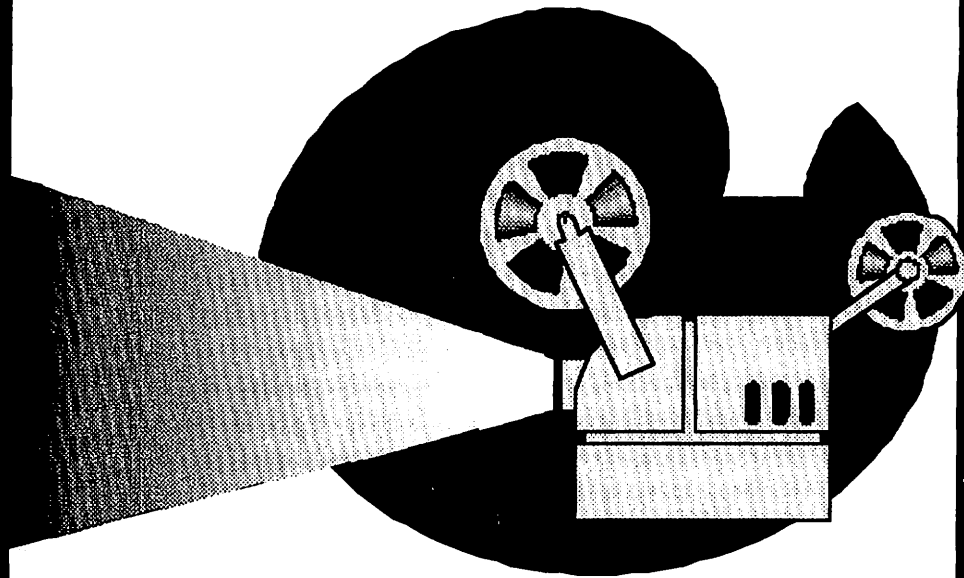


# *United States History Through Feature Films*

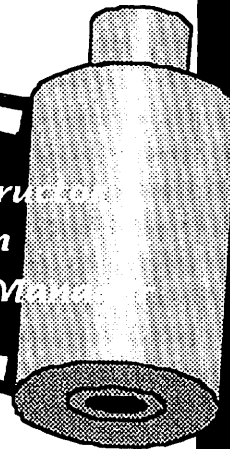


*PRESENTED BY:*

*Andree Duval, Literacy Instructor*

*Paul DiMuzio, Librarian*

*Gene Gramarossa, Education Manager*



*A Curriculum Frameworks Project  
prepared for  
The Massachusetts Department of Education*

## TABLE OF CONTENTS

	page
<b>1. Introduction</b>	<b>3</b>
* Nuts and Bolts	3
The Curriculum Frameworks Team	3
The Films	4
The Basics	5
* Implementation	6
Film and Class Schedule	6
*The Curriculum Model	7
<b>2. Curriculum Units</b>	<b>9</b>
* America at War	11
* The West	45
* The Many Faces of America	63
* The Hero	91
<b>3. Attachments</b>	<b>123</b>
* U.S. History Through Feature Films Proposal	125
* Curriculum Frameworks Guiding Principles	127
* ABE History and Social Science Curriculum	128
* Curriculum Model Template	135
* Instructor Feedback Form	139
* Student Feedback Form	141

## **INTRODUCTION**

The **United States History Through Feature Films Teaching Guide** was developed by the Hampden Sheriff's Department Curriculum Frameworks Team in the spring of 1998. This project was initiated in response to the Massachusetts Department of Education's Adult Education Curriculum Frameworks Mini-Grant Initiative. The Hampden Sheriff's Department Curriculum Frameworks Team chose to design a project integrating the ABE HISTORY and SOCIAL SCIENCE CURRICULUM FRAMEWORKS into the ABE curriculum currently being used at the Hampden Sheriff's Department. The DOE suggested that the committee look at learning activities currently being used in the classrooms and see how these interface with the ABE Curriculum Frameworks.

Several instructors in our Education Department have used films/videos as a teaching tool in their classrooms and have developed reading, writing, and critical thinking activities to accompany each video. This project has allowed the staff to expand and formalize this instructional tool and to begin to incorporate the ABE HISTORY AND SOCIAL SCIENCE CURRICULUM FRAMEWORKS into their curriculum.

In addition, this project allowed us to work with Richard Pini, a local film expert and owner of the Pleasant Street Theater and Video Store. The Curriculum Frameworks Team consulted with him about film choices, and he suggested films that fit our project objectives. Mr. Pini provided two trainings for the education staff who implemented this curriculum. He also developed a film viewing guide and bibliography of resources.

### **NUTS AND BOLTS**

#### **The Curriculum Frameworks Team**

Two adult basic education instructors, Andree Duval and Paul DiMuzio, and Education Manager, Gene Gramarossa formed the Curriculum Frameworks Team. Paul and Andree were familiar with using video as an instructional tool in their ABE classrooms. Gene Gramarossa, Education Manager participated in the implementation of the project and provided daily operational and logistical support needed to implement the project. The team met from January through June, 1998. The team reviewed over 25 films and developed a curriculum model/template, reading, writing and critical thinking activities for the selected films included in this guide, and the implementation plan. They also trained education staff, and evaluated the project.

## The Films

The Curriculum Frameworks Team placed the films into the following categories:

<b><u>America at War:</u></b>	A glimpse at America from the French and Indian War through the war in Vietnam
<b><u>The West:</u></b>	The westward expansion experience
<b><u>The Many Faces of America:</u></b>	The Native American, the Afro-American, and the immigrant experience
<b><u>The Hero:</u></b>	The concept of the hero traced through various historical periods in American history

The complete list of films for each category is included in the curriculum unit section of this guide. The curriculum units developed include reading, writing and creative activities, and questions that accompany the films. The units contain general information about the film including the director, running time, and the history/social science curriculum frameworks learning standards that the films address. We have included other film units that have not been completely developed. Teachers may choose to develop these films more fully in the future.

The team considers this project to be a beginning. The list of films we worked on is by no means comprehensive. The team found it difficult to identify films that fit our criteria concerning the immigrant experience and Latinos. This is not an oversight on our part, and the team welcomes your suggestions on quality films that address these subject areas. The team hopes that you can use this framework as a springboard when developing other video-based curriculum projects.

*The Curriculum Frameworks Team chose Feature Films over documentary films in this project design for several reasons:*

1. Feature films are action orientated.
2. They tell a story visually.
3. They have a clear story line.
4. They are a medium that is familiar to our students.
5. They have appeal to students on an emotional and intellectual level.
6. They reflect the instructors' preferences.
7. They have messages which provide "teachable moments".

*The team DISQUALIFIED films based on the following criteria:*

1. They have a complicated story line.
2. The pace is too fast or too slow.
3. The use of subtitles is distracting and the language is beyond the literacy level of the target audience.
4. They are too lengthy for our class schedule.
5. They contain gratuitous violence and sex.
6. They contain auditory distractions, i.e. strong accents, too many people talking at once, too loud, too soft, too busy.

### **The Basics**

This curriculum guide targets basic literacy, Pre-GED, Special Education, Title I, and English as a Second Language Beginning and Intermediate classes. Though not specifically targeted for GED students, this model can certainly be adapted to meet the needs of this level.

This model was specifically designed to address the practical needs of the summer operation of our Education Program. Historically, several staff members do not work during the summer due to contractual and grant requirements; thus, fewer students are able to attend these classes during the summer. In addition, staff vacations have also taken a toll on student attendance. In an effort to resolve this situation, the Curriculum Frameworks Team developed this model and curriculum guide with this specific team teaching approach so all students would be better able to attend education programs during the summer.

The Curriculum Frameworks Team was in charge of overall implementation of this eight week summer pilot project. The remaining classroom instructors worked with the Team on the day-to-day implementation of this project.

*The responsibilities of the Classroom Instructors included the following:*

1. The instructors prepared materials and background for each film in advance and viewed the film with their students.
2. The instructors conducted individual classroom discussions for each film and initiated follow-up activities after viewing the film.
3. The instructors developed activities which were added to the Fun Stuff section of each curriculum unit.
4. The instructors created a portfolio of student work for each film.
5. The instructors completed evaluation forms for each film viewed.

## IMPLEMENTATION

### Films and Class Schedule

The Curriculum Frameworks Team divided the classes into two groups. Each group viewed films according to the following schedule:

	<u>ABE 1&amp;2/ESL 1&amp;2</u>	<u>SPED/TITLE I</u>
Week 1	The Last of the Mohicans	Platoon
Week 2	Jeremiah Johnson	Mississippi Burning
Week 3	I Will Fight No More Forever	High Noon
Week 4	High Noon	Jeremiah Johnson
Week 5	Mississippi Burning	The Red Badge of Courage
Week 6	Platoon	Glory
Week 7	Glory	The Last of the Mohicans

### *Weekly Format*

Each film unit was presented in a 5-day format:

- Day One:** Students and instructors participate in “Setting the Stage” activities. Such activities might include a study of new vocabulary, learning historical background information, and discussing important concepts pertaining to the film.
- Day Two /  
Day Three:** The instructor and students view the film in segments over 1-3 days depending on the length and complexity of the film. Students and instructor engage in recapping and clarifying activities as needed.
- Day Four /  
Day Five:** On the final 1-2 days of the week the students and instructor participate in the “Putting the Pieces Together” segment of the curriculum. This segment might involve classroom discussion of important themes and concepts, research of historical periods, an art project, or other overarching activities.

## The Curriculum Model

The team developed a basic format for working with each film. The segments of the curriculum model are presented below.

**The Cover Page** includes the following information:

- Title of the film
- Historical period
- Who's in the film
- Director
- Date made
- Running time; black and white or color
- Plot summary
- Learning Standards - standards taken directly from History/Social Science Curriculum Frameworks as they relate to the film.

The **Activities Section** includes the following information:

### I. **Before Viewing the Film**

#### A. **Historical Information**

In this section, the teacher elicited students' prior knowledge about the historical period and filled in the information gaps. We encouraged our teachers to use classroom and library resources such as texts, maps, books, and software that were appropriate to their students' levels.

#### B. **Setting the Stage**

Teacher led an introductory discussion about the film including the characters, places, and terms and concepts important to the film.

### II. **Viewing the Film**

Since our classes meet for only 1-1 1/2 hours per day, we had to view the films in a period of 2-3 days each. The breaks in the films were not only chosen to fit our class schedule but also at appropriate breaks in the plot. We suggest that teachers preview films to determine how to present the film most effectively in their classroom settings. Included in these breaks were recaps of events of the film segment shown by using question prompts. In addition, pauses in the films were used to clarify the more complicated points or concepts. Instructors also chose from a menu of activities that helped the students focus on the events of the segment. These activities were either completed in class or given as homework.

### III. **Putting It Together**

Upon completion of the film, the teacher facilitated a discussion with the class using "5W" questions. Important themes and concepts were discussed as well.

### IV. **The Fun Stuff**

Finally, the section called The Fun Stuff included activities which could be used at any point during the film or as larger culminating projects to the unit. These lists of activities were designed as a point of departure. This section of the curriculum remains a "work in progress." Each instructor was encouraged to develop activities appropriate to their students' levels and interest.

## U.S. HISTORY THROUGH FEATURE FILMS CURRICULUM UNITS

1. America at War
  - ~ The Last of the Mohicans
  - ~ Johnny Tremain
  - ~ The Red Badge of Courage
  - ~ Glory
  - ~ The Young Lions
  - ~ Casablanca
  - ~ Platoon
  
2. The West
  - ~ Jeremiah Johnson
  - ~ The Ballad of Little Jo
  - ~ Shane
  - ~ Tombstone
  
3. Many Faces of America
  - ~ Uncle Tom's Cabin
  - ~ Mississippi Burning
  - ~ I Will Fight No More Forever
  - ~ The Grapes of Wrath
  - ~ The Color Purple
  - ~ The Piano Lesson
  - ~ Come See The Paradise
  
4. The Hero
  - ~ The Crucible
  - ~ High Noon
  - ~ The Autobiography of Miss Jane Pittman
  - ~ Nothing But A Man
  - ~ The Long Walk Home
  - ~ JFK
  - ~ A Raisin in the Sun
  - ~ Norma Rae
  - ~ Apollo 13

# **AMERICA AT WAR**

**The American Experience From The French and Indian War**

**through**

**The Vietnam War**

The Last of the Mohicans

Johnny Tremain

The Red Badge of Courage

Glory

The Young Lions

Casablanca

Platoon

**TITLE OF MOVIE:** The Last of the Mohicans

**HISTORICAL PERIOD:** French and Indian War

**WHO'S IN THE FILM:** Daniel Day-Lewis, Madeline Stowe, Russell Means, Erich Schweig, Jodhi May, Steve Waddington

**DIRECTOR:** Michael Mann

**DATE MADE:** 1992

**RUNNING TIME:** 122 minutes

**PLOT SUMMARY:** Based on the 1936 movie script, *The Last of the Mohicans* is an energetic version of the James Fenimore Cooper classic novel about conflicts between the British Army and Colonial Settlers during the French and Indian War. The epic love story between Cora and Hawkeye unfolds in the breathtaking mountains of upper New York State in the midst of the violence of war.

**LEARNING STANDARDS: The learning standards for this film include, but are not limited to:**

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #2 Learners will understand and evaluate the credibility of multiple sources of information to conduct an historical narrative, describing how the perspective of the storyteller affects what stories are told and how they are told.
- #12 Learners will study why different peoples have developed diverse forms of government, evaluate their efficacy, and assess the many possible relationships between governments and the governed.
- #19 Learners will define and analyze the individual and cultural components of identity.
- #24 Learners will analyze examples of conflict, cooperation, and interdependence among groups, societies and nations.

## ACTIVITIES:

### I. BEFORE VIEWING THE FILM:

#### SECTION 1: HISTORICAL INFORMATION:

1. What is the French and Indian War?
2. What caused this war?
3. When was this war?
4. How did it end? What were the results?

#### SECTION 2: SETTING THE STAGE:

##### A. CHARACTERS: (List the main characters in the film.)

Colonel Munro  
Cora Munro  
Alicia Munro  
Nathaniel "Hawkeye" Bumppo  
Magwa  
Duncan Haywood  
General Marquis de Montcalm  
Uncas  
Chingachgook  
Sachem  
John Cameron and Family  
King George II  
General Webb

##### B. PLACES: (List the important places mentioned in the film.)

Fort William Henry  
New York  
Fort Edward  
Albany  
Hudson River  
Boston  
Massachusetts

**C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)**

French & Indian War  
French vs. English  
Mohawk vs. Huron  
Frontier Land  
Sedition  
Desertion  
Crown Law  
Use of military strategy  
Fur-trapping  
American Colonies  
Militia  
Colonists  
Tyranny  
Redcoats - lobster backs  
Possession of a continent

**II. VIEWING THE FILM:**

**A. VIEW THE FILM IN SEGMENTS: We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.**

**NOTE: You may want to pause the film at times for clarification when the story line becomes confusing or when a pivotal event occurs.**

**B. RECAP: RECAP THE EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What happened?
2. What do you think is going to happen next?
3. Why did this occur?

**\*\*You may also use any questions in “The 5 Ws and More” section.\*\***

**C. ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions about what's going to happen next.
2. Word search activities
3. Map activities - follow the paths of the characters
4. Fill in a timeline.
5. Define important alliances between groups.
6. Define any breach in alliances and reasons behind them.
7. Outline military activity of English, French, Mohawks, Hurons.
8. Define important terms.

**III. PUTTING IT TOGETHER:**

**A. THE 5 Ws AND MORE: Suggested questions from THE LAST OF THE MOHICANS which may be asked during the film and during teacher facilitated discussion after viewing the film.**

1. Who were the main characters?
2. Which characters did you like? Dislike? Why?
3. Where did the film take place?
4. What was the French & Indian War? When was it?
5. What are some things you know about Native Americans?
6. Who were "Les Francais"?
7. Which tribe was aligned with the French?
8. Which tribe was aligned with the English?
9. What was the Colonial Militia?
10. Why did Magwa want to kill the Munro daughters?
11. What weapons were used in battle?
12. Why didn't Magwa deliver the letters to General Webb in Albany?
13. Did Col. Munro have concern for the safety of the Frontier families?  
Why or Why not?
14. Who was Gray Hair?
15. What was Crown Law?
16. Why wouldn't Cora Munro marry Duncan Haywood?
17. Why was Nathaniel taken prisoner in Ft. William Henry?
18. What is sedition?
19. Why did Col. Munro surrender?
20. Who attacked the retreating British? Why?
21. Who did Magwa kill? Why?
22. Why did Alice kill herself?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. Why did poor families live on the Frontier?
2. Why didn't the British protect the Frontier families?
3. Who broke promises in the film? Why? What were the effects of these treacheries?
4. Why did Magwa seek revenge on Col. Munro? How did he go about it?
5. What does the phrase "death or honor are the same" mean to Col. Munro?
6. Why did the colonists fight for Britain? What did they want as a condition of their support? Did they get it? Do you think this is right?
7. What does the phrase "a breed apart" mean?
8. Why did Magwa want to "wipe out Munro's seed"?
9. What influences have the colonists brought on the Native Americans?

#### **IV. THE FUN STUFF**

**The following activities may be used at any point during this unit.**

1. Read excerpts from the James Fenimore Cooper novel.
2. Do research on the Hurons and Mohawks to learn about their beliefs, monetary systems, way of living, etc.
3. Learn about other battles of the French and Indian War.
4. Study causes and effects of this war.
5. Compare a map of the American Colonies with a current map of the United States. Discuss how the USA was developed. What other wars were involved?
6. Compare military strategy of the Native American tribes with that of the British and the French. Study strategy and weaponry.

**TITLE OF MOVIE:** Johnny Tremain (Disney)

**HISTORICAL PERIOD:** Revolutionary War

**WHO'S IN THE FILM:** Hal Stalmaster, Lana Patten, Jeff York, Sebastian Cabot, Dick Beymer, Walter Sand

**DIRECTOR:** Robert Stevenson

**DATE MADE:** 1957

**RUNNING TIME:** 80 minutes - color

**PLOT SUMMARY:** *Johnny Tremain* is based on Esther Forbes' novel about a young apprentice who becomes involved in the Revolutionary War.

**LEARNING STANDARDS: The learning standards for this film include, but are not limited to:**

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #4 Learners will analyze how and why some things change while others persist. They evaluate factors that lead to change, the pace of change, and its impact. They organize time periods defined by patterns and turning points.
- #5 Learners will learn about themselves and other historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #13 Learners will focus on the United States government, studying the ideals on which it is based, its operation, and its influence in different spheres.
- #14 Learners will identify and practice their own roles in a democracy, assessing their rights and responsibilities as decision-makers.
- #23 Learners will explain how events that occur and decisions that are made in one place have an impact on other people and places throughout the global community.

**TITLE OF MOVIE:** The Red Badge of Courage

**HISTORICAL PERIOD:** Civil War

**WHO'S IN THE FILM:** Audie Murphy

**DIRECTOR:** John Houston

**DATE MADE:** 1951

**RUNNING TIME:** 70 minutes - black and white

**PLOT SUMMARY:** A young soldier faces his fears after running away in the heat of battle.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #2 Learners will understand and evaluate the credibility of multiple sources of information to conduct an historical narrative, describing how the perspective of the story teller affects what stories are told and how they are told.
- #3 Learners will develop an understanding of people in other times, both on their own terms and in terms of present perspectives.
- #5 Learners will learn about themselves and other historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose to belong, or not to belong, to a group.

## **ACTIVITIES:**

### **I. BEFORE VIEWING THE FILM:**

#### **SECTION 1: HISTORICAL INFORMATION:**

1. What was the Civil War?
2. What caused the Civil War?
3. When was the Civil War?
4. How did the Civil War end? What were the results?

#### **SECTION 2: SETTING THE STAGE:**

##### **A. CHARACTERS: (List the main characters in the film.)**

Pvt. Henry Fleming  
Bill Porter  
Jim Conklin  
Tom Wilson  
Thompson  
The Lieutenant  
The Cheery Soldier  
General Witherside

##### **B. PLACES: (List the important places mentioned in the film.)**

Virginia  
Rappahannock River

##### **C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)**

Rebs  
The Union  
Yank  
Reconnoiter  
The Confederacy  
Hardtack/Sowbelly

## II. VIEWING THE FILM:

- A. VIEW THE FILM IN SEGMENTS:** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film at times for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. RECAP: RECAP THE EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What happened?
2. What do you think is going to happen next?
3. How did Henry feel before going into the battle?
4. How did Henry explain his absence and being lost?
5. How did Henry explain his wound to the soldier with the lantern?

- C. ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions about what's going to happen next
2. Word search activities
3. Map activities
4. Fill in a timeline

### III. PUTTING IT TOGETHER

**A. THE 5 Ws AND MORE: Suggested questions from THE RED BADGE OF COURAGE which may be asked during the film and during teacher facilitated discussion after viewing the film.**

1. In what year did the story take place? What regiment was this about?
2. Who was the young soldier?
3. What rumor did the soldiers hear?
4. How did Henry feel about the battle? The other soldiers?
5. What was the "red badge" the Reb was talking about?
6. Compare Henry's attitude and the attitudes of other soldiers about going into battle.
7. Why were the soldiers digging a trench?
8. How did various characters express fear about going into battle?
9. What did the captain on the horse do to get the soldiers who were running away?
11. Describe how the soldier loaded his rifle.
12. How did Henry feel after the battle? How did the other soldiers feel?
13. What were Henry's thoughts before the second attack?
14. Why did Henry run during the second attack?
15. What was the result of the second battle?
16. Why don't we see rebel forces during the battles?
17. Why did Henry envy the wounded soldier?
18. How did Henry get wounded?
19. Who found Henry?
20. What did "He performed his mistakes in the dark so he was still a man" mean?
21. How did Henry act when he woke up and started talking about the next battle?
22. How did Henry explain his disappearance when he returned to his regiment?
23. Why did Henry break free of the line and run out without protection to fight?
24. Who took the Union flag when the flag carrier was shot?
25. Which side won the battle?
26. Describe the interactions between the Union and Confederate soldiers after the battle.
27. What did Henry confess to Tom? What did Tom confess?
28. How had Henry changed from beginning to end of the film?
29. What was Henry looking forward to in the future?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. Define honor, courage, duty and how they are demonstrated in the film.
2. What, according to the film, is the definition of being a man?
3. What are the attitudes of the characters toward death, and how are they shown in the film?
4. How did the music add to the effects of the battle scenes?

**THE FUN STUFF:**

**The following activities may be used at any point during this unit.**

1. Reasearch topics:      Battle Strategies  
                                 Weapons  
                                 Uniforms  
                                 Flags

Students may create charts and drawings as ways to present information.

2. Give an oral or written report on Stephen Crane.
3. Read excerpts from The Red Badge of Courage.
4. Write a letter home as one of the characters before and after the battle.
5. Create a timeline for events that happened during 1862.

**TITLE OF MOVIE:** Glory

**HISTORICAL PERIOD:** Civil War

**WHO'S IN THE FILM:** Denzel Washington, Matthew Broderick, Morgan Freeman, Cary Elwes, Andre Braugher

**DIRECTOR:** Edward Zwick

**DATE MADE:** 1989

**RUNNING TIME:** 122 minutes - color

**PLOT SUMMARY:** *Glory* is the stirring true story of the Massachusetts 54th, the first all black regiment allowed into battle. Based on letters written by Robert Shaw, it is a moving, generally accurate representation of the period. Excellent performances enhance this nearly perfect vehicle.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #4 Learners will analyze how and why some things change while others persist. They evaluate factors that lead to change, the pace of change, and its impact. They organize time periods defined by patterns and turning points.
- #5 Learners will learn about themselves and other historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #11 Learners will define many types of power by analyzing how it is distributed, managed, and negotiated, both legitimately and illegitimately.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose to belong - or not belong - to a group.
- #24 Learners will analyze examples of conflict, cooperation, and interdependence among groups, societies and nations.

## ACTIVITIES:

### I. BEFORE VIEWING THE FILM:

#### SECTION 1: HISTORICAL INFORMATION:

1. What was the Civil War?
2. What caused the Civil War?
3. When was the Civil War?
4. How did the Civil War end? What were the results?

#### SECTION 2: SETTING THE STAGE:

##### A. CHARACTERS: (List the main characters in the film.)

Colonel Robert Gould Shaw	Governor Anderson
Major Kevin Forbes	Tripp
Abraham Lincoln	Thomas
Frederick Douglass	Jupiter Sharts
Charlie Morse	Rawlins
General Strong	

##### B. PLACES: (List the important places mentioned in the film.)

Boston	James Island, South Carolina
Antietam Creek, Maryland	Darien, Georgia
Gettysburg	Bufort, South Carolina
Fredericksburg	Fort Wagner, South Carolina
Readsville Training Camp	Charleston, South Carolina

##### C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)

Slavery: slaves, indentured servants, Freeman  
Emancipation; Emancipation Proclamation  
Blue & Gray  
Contraband Soldiers  
The Union, Confederacy  
Fraternization  
Secession  
Jayhawk  
Regiment  
Negro

## II. VIEWING THE FILM:

- A. VIEW THE FILM IN SEGMENTS:** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film at times for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. RECAP: RECAP THE EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What happened?
2. What do you think is going to happen next?
3. Why did this occur?

- C. ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions about what's going to happen next.
2. Word search activities
3. Map activities: Identify Union/Confederate States; Civil War States, travels of the 54th.
4. Fill in a timeline.
5. Definitions - matching activity
6. Make a map of the east coast of the U.S. and use post-it flags to locate sites mentioned in the movie.

## III. PUTTING THE PIECES TOGETHER

- A. THE 5 Ws AND MORE:** Suggested questions for **GLORY** may be asked during the viewing of the film and during teacher facilitated discussion after viewing the film.

1. Who were the main characters?
2. Which character(s) did you like? Why? Which characters did you dislike? Why?
3. Describe the major characters.
4. What kinds of weapons did the soldiers use in the Civil War?
5. How did they attack during battle?
6. Do you think armies do the same thing now?
7. Who was Frederick Douglass?
8. Do you think the soldiers had a problem taking orders from white leaders.

9. Describe the four black soldiers who shared the tent.
10. Do you think the Sergeant Major was prejudiced?
11. What was the Colonel trying to do when he kept yelling at the soldier to reload quickly?
12. What was difficult about Colonel Shaw being Robert's commander?
13. What did the Colonel do to punish Tripp, the deserter?
14. Why was the Colonel upset after he gave the order?
15. After the Colonel found out why Tripp deserted what did he do?
16. What happened when the soldiers found out they were getting less pay than white soldiers were?
17. What did the Colonel do?
18. Why did Colonel Shaw have a problem with the other commander?
19. After the others insulted him, why didn't Thomas want to go back to Boston?
20. Why did Colonel Shaw want to lead the Attack on Fort Wagner when he knew it would probably mean many of them would die?
21. What was the most important thing to the soldiers on the night before the battle?
22. Why did the Colonel let his horse go?
23. What scene is most powerful to you? What words come to your mind?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from areas listed below contingent upon learner interest.**

1. Slavery, slaves, freemen, indentured servants
2. Emancipation
3. North vs. South
4. White culture vs. black culture
5. Democracy
6. Power structures - authority structure - military vs. slavery
7. Disciplined vs. nondisciplined army
8. Military strategies
9. Weaponry of the Civil War - muskets, bayonets
10. Medical knowledge and treatment
11. Private vs. officer
12. What were black soldiers ultimately being used for in the war?
13. Material needs - shoes, socks, uniforms
14. Why did they refuse to take their pay? What would you have done?
15. Immoral orders - looting of the town in Georgia - Why did they do it?
16. Have you ever had to do things you did not want to do? What did that feel like?

17. Deserter scene - What did you think about the whipping punishment?
18. The Battle of Fort Wagner - Why did the Colonel send off his horse before the battle? Did they have a chance? Why did they fight this battle so eagerly? How were they buried?
19. Role of women - What were their responsibilities and roles during this era?

#### IV. THE FUN STUFF:

**These activities could be used at any point during this unit:**

1. Springfield Fights the Civil War Time Trunk - Springfield Library and Museums History/Social Studies Rental Kit Time Trunk includes handling collection of Civil War objects and a curriculum guide that contains many activities.
2. Using the library, atlases and historic documents, find the location of Readville Camp.
3. Use primary source materials, i.e. letters from the regiment, excerpts from the speech at Unveiling of the Shaw Monument (May 31, 1897), two books upon which the movie is based: Lay This Laurel and One Gallant Rush.
4. Use maps to chart travels of the 54th regiment including Readville Camp and Fort Wagner.
5. Make posters of flags, uniforms, weapons.
6. Research the major battles of the Civil War.
7. Report on women's accomplishments during the War.
8. Create a biography on a Civil War leader.

**TITLE OF MOVIE:** The Young Lions

**HISTORICAL PERIOD:** World War II

**WHO'S IN THE FILM:** Marlon Brando, Montgomery Clift, Dean Martin, Barbara Rush, Hope Lange

**DIRECTOR:** Edward Dmytryk

**DATE MADE:** 1958

**RUNNING TIME:** 167 minutes - black and white

**PLOT SUMMARY:** *The Young Lions* traces the lives of two American soldiers and one German officer from pre-World War II to the surrender of Germany. Each man must face his confusion and uncertainty concerning the war. Adapted from the Irwin Shaw novel.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #3 Learners will develop an understanding of people in other times, both on their own terms and in terms of present perspectives.
- #5 Learners will learn about themselves and other historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #11 Learners will define many types of power by analyzing how it is distributed, managed, and negotiated, both legitimately and illegitimately.
- #23 Learners will explain how events that occur and decisions that are made in one place have an impact on other people and places throughout the global community.

**TITLE OF MOVIE:** Casablanca

**HISTORICAL PERIOD:** World War II

**WHO'S IN THE FILM:** Humphrey Bogart, Ingrid Bergman, Paul Henreid, Claude Rains, Peter Lorre, Sidney Greenstreet, Conrad Veidt

**DIRECTOR:** Michael Curtiz

**DATE MADE:** 1943

**RUNNING TIME:** 102 minutes - Black and White

**PLOT SUMMARY:** Embittered American cafe owner Rick is reintroduced to love when his former lover comes to Casablanca with her resistance leader husband. The not so subtle early war propaganda piece plays well along side the consummate love story of "three little people." Classic performances by all in what many feel is one of the greatest films ever.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #3 Learners will develop an understanding of people in other times, both on their own terms and in terms of present perspectives.
- #11 Learners will define many types of power by analyzing how it is distributed, managed, and negotiated, both legitimately and illegitimately.
- #16 Learners will analyze how different economic systems function, their relationship to the cultures in which they operate, and how they change over time.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose to belong - or not to belong - to a group.
- #24 Learners will analyze examples of conflict, cooperation, and interdependence among groups, societies and nations.

**ACTIVITIES:**

**I. BEFORE VIEWING THE FILM**

**SECTION 1: HISTORICAL INFORMATION:**

1. What was the Second World War?
2. When was the Second World War?
3. How did it end? What were the results?

**SECTION 2: SETTING THE STAGE:**

**A. CHARACTERS: (List the main characters in the film.)**

Rick (Richard) Blaine	Signor Ferrari
Ilsa Lund	Captain Louis Renault
Victor Lazlo	Major Strasser
Signor Ugati	
Sam	

**B. PLACES: (List the important places mentioned in the film.)**

Casablanca	Germany
French Morocco	Mediterranean
Marseilles	Lisbon
Paris	Portugal
France	Oran
Berlin	Norway

**C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)**

Propaganda	General de Gaulle
Prefect of Police	Black Market
Vichy	Gestapo
Free France	3rd Reich
Letters of Transit	Concentration Camp
Occupied Territory	Isolationism
Underground	

## II. VIEWING THE FILM:

- A. VIEW THE FILM IN SEGMENTS. We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.**

**NOTE: You may want to pause the film for clarification when the story line becomes confusing or when a pivotal event occurs.**

- B. RECAP: RECAP EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What is happening, or what just happened?
2. What did you think about this?
3. What do you think will happen next?
4. Why were the German soldiers made to look nasty?
5. What was important about the two songs sung at Rick's?
6. What did you think made Rick want to help the young couple get out of Casablanca?
7. What did you think happened in Rick's room when Ilsa and he kissed and the scene changed? How might a movie today portray this scene differently?

- C. ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions.
2. Word search activity
3. Map activities-Find the cities and countries discussed in the beginning and trace the route mentioned in the beginning of the movie.
4. Fill in a time line-1939-1945.
5. Discuss important characters and/or concepts.
6. Short writing assignments

### III. PUTTING THE PIECES TOGETHER

#### A. THE 5 Ws AND MORE: Suggested questions for Casablanca which may be asked during viewing of the film and during teacher facilitated discussion after viewing the film.

1. Who were the main characters?
2. Which character(s) did you like? Why? Which character(s) did you dislike? Why?
3. What was life like in Casablanca?
4. What did the "friendly" man do to the couple at the restaurant?
5. What kind of person was Ugati?
6. What was unique about Sam the piano player?
7. What did Rick say to Ferrari when he asked about buying Sam?
8. Rick mentioned isolationism. Do you know anything about that?
9. How did Rick and Captain Renault get along?
10. Was Captain Renault or Major Strasser more powerful?
11. What happened after Ugati was arrested?
12. What was Rick's reaction when he heard "As Time Goes By"?
13. What did Rick do after Ilsa and Victor leave? Why?
14. Rick and Ilsa were in love in Paris. What happened?
15. What was happening in Paris when they were there?
16. During World War II what was a concentration camp?
17. How did you think Ugati died?
18. When the young woman asked Rick to help what did he say at first?
19. What did Captain Renault want in return for helping the couple?
20. What did Rick say when the woman asked him what he would do if someone loved him enough to do something bad?
21. What did Rick do in the end?
22. Do you know what two songs the German soldiers and Victor and the customers sang at Rick's?
23. Why did Captain Renault say Rick had to close the cafe? What was the real reason?
24. What did Major Strasser say to Ilsa about their choices when he was leaving Rick's?
25. When Victor left for his meeting what did Ilsa say? What didn't she say?
26. Where did Ilsa go? Why?
27. What did Ilsa threaten to do to get the letters?
28. What did Ilsa finally tell Rick about why she left him in Paris?
29. What did Rick tell Renault to do to get Victor arrested? Why do you think he did it?
30. Who did Rick sell his cafe to?

31. What were the arrangements? What did this tell you about Rick as a boss, a friend, a person?
32. How did Rick trick Captain Renault? How did Captain Renault trick him back?
33. Why did Rick make Ilsa go with Victor?
34. How do you feel about what Rick did?
35. How did Captain Renault help Rick in the end?
36. When he threw away the bottle of Vichy Water, what did that mean?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest.**

1. What did you notice in the movie that was an example of propaganda?
2. What is the difference between propaganda and prejudice?
3. What makes a war a World War? How many have there been?
4. What does isolationism mean??
5. Rick is very cynical. Why do you think he is? What, in the movie, makes him change?
6. Who is the most powerful person in Casablanca? Why?

#### **IV. THE FUN STUFF**

**The following activities may be used at any point during this unit.**

1. Using the library, atlases and other documents find the location of the places named in the film.
2. Obtain translations of the German and French national anthems and, after reading them, discuss the differences and similarities of these and the American National Anthem.
3. Discuss the meaning of the name of the city Casablanca.
4. From information on a map or globe, find out what kind of weather occurs in Morocco.

**TITLE OF MOVIE:** Platoon

**HISTORICAL PERIOD:** 1960s - The Vietnam War

**WHO'S IN THE FILM:** Tom Berenger, Willem Dafoe, Charlie Sheen, Forest Whitaker, Francesco Quinn, John C. McGinely

**DIRECTOR:** Oliver Stone

**DATE MADE:** 1986

**RUNNING TIME:** 120 minutes - color

**PLOT SUMMARY:** Platoon is a penetrating, realistic and convincing first person account of the horror of war as witnessed by a young soldier. This film is supposedly based on Stone's experiences in Vietnam.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #11 Learners will define many types of power by analyzing how it is distributed, managed, and negotiated, both legitimately and illegitimately.
- #12 Learners will study why different peoples have developed diverse forms of government, evaluate their efficacy, and assess the many possible relationships between governments and the governed.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose to belong - or not belong - to a group.
- #24 Learners will analyze examples of conflict, cooperation, and interdependence among groups, societies and nations.

**ACTIVITIES:**

**I. BEFORE VIEWING THE FILM**

**SECTION 1: HISTORICAL INFORMATION:**

1. What is the Vietnam War?
2. When was the Vietnam War?
3. How did it end?
4. What were the results?

**SECTION 2: SETTING THE STAGE:**

**A. CHARACTERS: (List the main characters in the film.)**

Sergeant Elias	Big Harold
Sergeant Barnes	Manny
Chris Taylor	Junior
Rhah	Francis
Bunny	Tex
O'Neil	Crawford
Lt. Wolff	Gardner
King	

**B. PLACES: (List the important places mentioned in the film.)**

Vietnam  
Cambodia  
Saigon

**C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)**

Platoon	Beaucoup
Company	Hop Heads
Regiment	Bunker
In Country	Frag
Hooch	Fire Fight
On Point	Claymore
Gook	Court Martial
Dink	

## II. VIEWING THE FILM:

- A. **VIEW THE FILM IN SEGMENTS.** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. **RECAP: RECAP EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What is happening, or what just happened?
2. What do you think about this?
3. What do you think will happen next?

- C. **ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions
2. Word search activity
3. Map activities - find Vietnam, Cambodia and their proximity to the U.S.
4. Fill in a time line

## III. PUTTING THE PIECES TOGETHER

- A. **THE 5 Ws AND MORE:** Suggested questions for **PLATOON** which may be asked during viewing of the film and during teacher facilitated discussion after viewing the film.

1. Who were the main characters? Describe them.
2. Which character(s) did you like? Why? Which character(s) did you dislike? Why? Describe them.
3. What was different about the way the American soldiers and the North Vietnamese soldiers fought?
4. Name one difference between the two sergeants.
5. Which one would you like leading you if you were in a war? Why?
6. How was Chris different from most of the other guys in the platoon?
7. Describe one way the war changed Chris?
8. How were the two hooches different? How were they the same?
9. Who had the job of going into the underground bunker?
10. What happened to the two soldiers who were checking the papers in the bunker?

11. Why was the platoon so violent in the village after Manny was killed?
12. What happened to the platoon when the sergeants started fighting?
13. What did Chris Taylor stop the others from doing? What was their reaction?
14. After Elias was killed, Barnes says "There's the way it ought to be and there's the way it is." What do you think he means by that?
15. What did O'Neil do to save himself in the last battle?
16. How did the fight end?
17. What happened to the platoon?
18. What did Taylor do when he found Barnes? How do you feel about it?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. War
2. The Domino Theory
3. Prejudice in the military
4. Disciplined vs. non-disciplined army
5. Officers, non-commissioned officers, enlisted men
6. Power structure "the way it's supposed to be and the way it is"
7. Military strategies
8. Weaponry of the Vietnam War - napalm, M-16, fragmentation grenade
9. Medical treatment in the film
10. Similarities between *Glory* and *Platoon*
11. The two sergeants were exactly the opposite in many ways. Do you think their characters were that way for a reason?

#### IV. THE FUN STUFF

**The following activities may be used at any point during this unit.**

1. Using the library, atlases and other documents find the location of the places named in the film.
2. Ask Vietnam veterans to visit the class to discuss their experiences.
3. Create a poster using pictures from the period (Time, Life, National Geographic etc.).
4. Write a "letter home" from Vietnam.

**THE WEST**

**The Westward Expansion Experience**

Jeremiah Johnson  
Shane  
The Ballad of Little Jo  
Tombstone

**TITLE OF MOVIE:** Jeremiah Johnson

**HISTORICAL PERIOD:** The West - The late 1800s

**WHO'S IN THE FILM:** Robert Redford, Will Geer, Stefan Gierasch, Allyn Ann McIrie, Charles Tyner, Josh Albee, Del Bolton

**DIRECTOR:** Sydney Pollack

**DATE MADE:** 1972

**RUNNING TIME:** 107 minutes

**PLOT SUMMARY:** Redford stars as a man trying to fulfill an inner need by choosing the solitary life of a mountain man in the late 1800s. He battles the elements, Indians, and the encroachment of civilization to find inner peace.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #4 Learners will analyze how and why some things change, while others persist. They evaluate factors that lead to change, the pace of change, and its impact. They organize time periods divined by patterns and turning points.
- #9 Students will analyze social, cultural, and economic systems in relation to the environment.
- #10 Learners will integrate the studies of people and environments, analyzing the interaction between physical and human elements.

## ACTIVITIES:

### I. BEFORE VIEWING THE FILM

#### SECTION 1: HISTORICAL INFORMATION:

1. What is meant by the term "The West"?
2. When did it begin and end?
3. How did it end?
4. What were the results?

#### SECTION 2: SETTING THE STAGE:

##### A. CHARACTERS: (List the main characters in the film.)

Jeremiah Johnson	Del Cue
Bearclaw Grizlap	Two Tongues Lebeau
Paints His Shirt Red	The Swan
Caleb	

##### B. PLACES: (List the important places mentioned in the film.)

The Rocky Mountains	The Musselshell River
The Judith River	Colorado
Gila	Canada

##### C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)

Hawken 50 Caliber	Blackfeet
Pilgrim	Crow
Adulterous	War against Mexico
Mormons	Settler
Flatheads	

### II. VIEWING THE FILM:

#### A. VIEW THE FILM IN SEGMENTS. We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film for clarification when the story line becomes confusing, or when a pivotal event occurs.

**B. RECAP: RECAP EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What is happening, or what just happened?
2. What do you think about this?
3. What do you think will happen next?

**C. ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions
2. Word search activity
3. Map activities
4. Fill in a time line

**III. PUTTING THE PIECES TOGETHER**

**A. THE 5 Ws AND MORE: Suggested questions for JEREMIAH JOHNSON which may be asked during viewing of the film and during teacher facilitated discussion after viewing the film.**

1. Who were the main characters? Describe them.
2. Which character(s) did you like? Why? Which character(s) did you dislike? Why?
3. What was the first problem Jeremiah faced?
4. How did he get the Hawken rifle he had wanted?
5. Why was it so snowy all the time?
6. What did Bearclaw do to Jeremiah?
7. How did Bearclaw help him?
8. What did Bearclaw think about women?
9. Why did Jeremiah give the furs to Paints His Shirt Red?
10. What was wrong with the woman he meets at the cabin?
11. Where did he and the boy find Del Cue?
12. Why was Jeremiah mad at Del for killing the Blackfeet?
13. How did Jeremiah insult Two Tongues Lebeau? What does he have to do?
14. How do The Swan and Jeremiah get along at first?
15. Do you think things like this really happened in the old west?
16. Why did Jeremiah shave? What did it show about his feelings toward The Swan?
17. How did Jeremiah and the Reverend Lindquist feel differently about the Crow burial ground and Indians in general?
18. Why do you think Caleb and The Swan were killed?

19. What did Jeremiah do? Why?
20. What did you think the Crow warrior was singing for?
21. How had Del Cue changed when they met again?
22. Why did Del keep yelling?
23. Who lived in the crazy woman's cabin after she died?
24. What did he say about the monument the Crow had built?
25. How did Bearclaw feel about Jeremiah when they met again?
26. When Bearclaw asked Jeremiah if it was worth the trouble what did he say? What do you think he meant?
27. Where do you think they were if it was still snowy in late March?
28. Who did Jeremiah meet at the end? What did you think the signals they made to each other meant?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. Manifest Destiny
2. Christianity vs. tribal religion
3. Bartering
4. Combining cultures
5. Outdoor survival in winter
6. Co-existing with other cultures
7. How do you learn the things you need to know to survive?
8. What is a mountain man?
9. How do the Crow's beliefs differ from the white men's?
10. How would you have helped the people in the stranded wagon train?
11. What things do you think you would need to survive in the mountains?
12. How did the arrival of the settlers change the west?
13. How would you have felt about the arrival of the mountain men and the settlers if you were an Indian in those days?
14. Scalping, how was it done, why was it done?

#### IV. THE FUN STUFF

**The following activities may be used at any point during this unit.**

1. Using the library, atlases and other documents find the location of the Rocky mountains, Colorado, the Musselshell River, the Judith River.
2. Gather information from resource materials from the library on the tribes mentioned in the film, including the names, places and artifacts used by each culture.
3. Create a poster using the information.
4. Using "Lincoln Logs", straws or any other appropriate material, build a mountain man's cabin. With the previously gathered information include all the things necessary for survival in the wilderness.

**TITLE OF MOVIE:** Shane

**HISTORICAL PERIOD:** The West

**WHO'S IN THE FILM:** Alan Ladd, Jean Arthur, Van Heflin, Jack  
Palance, Brandon de Wilde, Van Johnson, Edgar  
Buchanan

**DIRECTOR:** George Stevens

**DATE MADE:** 1953

**RUNNING TIME:** 118 minutes - color

**PLOT SUMMARY:** A former gunfighter comes to the defense of a  
family of homesteaders and becomes a hero to their  
son.

**LEARNING STANDARDS:** The learning standards for this film include, but are  
not limited to:

- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #19 Learners will define and analyze the individual and cultural components of identity.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose to belong - or not to belong - to a group.
- #24 Learners will analyze examples of conflict, cooperation, and interdependence among groups, societies and nations.

**TITLE OF MOVIE:** The Ballad of Little Jo

**HISTORICAL PERIOD:** The West

**WHO'S IN THE FILM:** Suzy Amis, Bo Hopkins, Ian McKillan, David Chong

**DIRECTOR:** Maggie Greenwald

**DATE MADE:** 1993

**RUNNING TIME:** 124 minutes - color

**PLOT SUMMARY:** This film traces the life of Josephine Monaghan during the 19th century West. Thrown out of her house in the East due to bearing an illegitimate child, Josephine moves West and spends the remainder of her life passing as a man.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #5 Learners will learn about themselves and other historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #14 Learners will identify and practice their own roles in a democracy, assessing their rights and responsibilities as decision makers.
- #19 Learners will define and analyze the individual and cultural components of identity.
- #24 Learners will analyze examples of conflict, cooperation, and interdependence among groups, societies and nations.

## ACTIVITIES:

### I. BEFORE VIEWING THE FILM

#### SECTION 1: HISTORICAL INFORMATION:

1. What was the West?
2. Where and when was this?
3. When and how did it end?
4. Where do you think Ruby City is located?
5. In what years could this have taken place?

#### SECTION 2: SETTING THE STAGE:

##### A. CHARACTERS: (List the main characters in the film.)

Josephine Monaghan (Little Jo)  
Mr. Hollander  
Mr. Frank Badger  
Percy Corcoran  
Tin Man  
Mr. Hall  
Helen

##### B. PLACES: (List the important places mentioned in the film.)

Ruby City

The film takes place in Ruby City and its surroundings. It is unknown whether Ruby City was a real place. It may have been located in California or Montana.

##### C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)

Livery Stable  
Dude  
Nugget  
Assay Office

Line Camp  
Homestead  
Opium Smokers  
Opium

## II. VIEWING THE FILM:

- A. **VIEW THE FILM IN SEGMENTS.** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. **RECAP: RECAP EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What happened?
2. What do you think will happen next?
3. What would you do in this situation?

- C. **ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions
2. Word search activity
3. Map activities
4. Fill in a time line - plot the events in the segment shown

## III. PUTTING THE PIECES TOGETHER

- A. **THE 5 Ws AND MORE:** Suggested questions for **THE BALLAD OF LITTLE JO** which may be asked during viewing of the film and during teacher facilitated discussion after viewing the film.

1. Where do you think Josephine was from?
2. Where do you think the film takes place?
3. Who picked up Josephine? Why do you think he picked her up?
4. Who were the two soldiers Mr. Hollander talked to? What do you think the soldiers want Mr. Hollander to do?
5. Why did Mr. Hollander think Josephine could read?
6. How did Josephine escape from the two soldiers?
7. What was the shopkeeper's attitude toward Josephine?
8. Did the soldiers stop at the store? Who did they say Josephine was?
9. What did Josephine buy at the store? What did the shopkeeper tell her about dressing up as a man?
10. Why did she have to leave her home in the East to go West?
11. Why did Josephine cut her face with the razor?

12. Why did she go to Ruby City?
13. How did she change her behaviors to act more like a man?
14. Why do you think Percy Corcoran took an interest in Little Jo?
15. Where did Percy work?
16. What job did Percy tell Little Jo about?
17. What was Percy's attitude toward women?
18. What happened to Percy's wife?
19. Who was Elvira?
20. How did you think Little Jo was feeling when Elvira and the other women came to town?
21. What did Percy do to Elvira? Why?
22. What job did Frank Badger have for Little Jo? Why do you think she took the job?
23. How long was Jo's trial on the job?
24. How much did Mr. Badger pay?
25. Describe Mr. Badger's family.
26. Who was Jo going to bring to their homestead?
27. Why was Jo learning how to shoot a gun?
28. How did Jo survive the winter?
29. On her way back to Ruby City after the winter, who did she check on and what did she bring them?
30. Ruby City visit: Who was getting married?
31. When did Jo get the letter? Who was the letter from? What was the letter about?
32. How did Percy find out about Jo's true identity?
33. Why did Jo quit Frank's job?
34. Who was Nick and what was Jo going to teach him?
35. Who was threatening the sheep business?
36. Where were the cattlemen from?
37. Name the changes in Ruby City from the beginning of the film that you noticed.
38. What was the attitude of the town toward Asians? What incident happened that demonstrated this attitude?
39. Why did Frank want Little Jo to hire the Asian and for what job?
40. What was the Asian's name?
41. How did you think Jo felt as a woman acting as man?
42. What were Tin Man's duties?
43. How did Tin Man find out that Jo was a woman?
44. How did the white man treat Tin Man?
45. Frank Badger's visit: How was the cattle company getting the land?
46. Why was the town voting?
47. What would happen to Jo and Tin Man if the town found out about them?
48. Who do you think killed the Russian family?

49. Why was Jo acting like a woman toward Tin Man? What was his reaction?
50. Why did Jo decide to sell her land to the cattle company?
51. When Tin Man was sick, what medical remedies were used?
52. What did Jo's sister tell Laddy, Jo's son, about her?
53. Did Jo sell her land?
54. Whose grave do we see when Jo is going for water?
55. Many years later: Who found Jo when she fell and what did he do?
56. Who discovered Jo's secret?
57. How did the town react?
58. How did Frank Badger react?
59. What did the town do to remember Little Jo?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. Role of women during the time period
2. Role of men during the time period
3. Attitudes toward Asians during the time period
4. How have the roles of women and men changed?

#### **IV. THE FUN STUFF**

**The following activities may be used at any point during this unit.**

1. Research gold mining, sheep herding, homesteading.
2. Research the Gold Rush and make a map.
3. Research other women who have passed as men.
4. Write a letter as Little Jo to her sister, Helen, telling about her life.
5. Create a word search, crossword puzzle using words, terms, places, characters from the film.
6. Write a news article about Little Jo and her secret.

**TITLE OF MOVIE:** Tombstone

**HISTORICAL PERIOD:** Wild West - 1800s

**WHO'S IN THE FILM:** Kurt Russell, Val Kilmer, Sam Elliot, Michael Biehn, Powers Boothe, Robert Burke, Dana Delaney

**DIRECTOR:** George Cosmatos

**DATE MADE:** 1990

**RUNNING TIME:** 130 minutes - color

**PLOT SUMMARY:** This is the story of Wyatt Earp, Doc Holliday and the notorious showdown at the O.K. Corral in Arizona. The story is fast paced and graphically violent. It is an explosive rendering of the Wild West.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1. Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #2. Learners will understand and evaluate the credibility of multiple sources of information to conduct an historical narrative, describing how the perspective of the storyteller affects what stories are told and how they are told.
- #3. Learners will develop an understanding of people in other times, both on their own terms and in terms of present perspectives.

## **THE MANY FACES OF AMERICA**

**The Native American,  
Afro-American, and Immigrant  
Experiences**

Uncle Tom's Cabin  
Mississippi Burning  
I Will Fight No More Forever  
The Grapes of Wrath  
The Color Purple  
The Piano Lesson  
Come See the Paradise

**TITLE OF MOVIE** Uncle Tom's Cabin

**HISTORICAL PERIOD:** Pre - Civil War South

**WHO'S IN THE FILM:** Avery Brooks, Kate Burton, Bruce Dern, Paula Kelly, Phylicia Rashad

**DIRECTOR:** Stan Latham

**DATE MADE:** 1987

**RUNNING TIME:** 110 minutes - Color

**PLOT SUMMARY:** This is an adaptation of the Harriet Beecher Stowe novel. The movie is set in the pre - Civil War South (Kentucky, 1852) and focuses on the plight of Tom, an educated black slave. Despite the worst of situations, Tom will not compromise himself or his soul for his slave owners.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #5 Learners will learn about themselves and others in historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #11 Learners will define many types of power by analyzing how it is distributed, managed, and negotiated both legitimately and illegitimately.
- #13 Learners will focus on the United States Government, studying the ideals on which it is based, its operation, and its influence in different spheres.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose to belong - or not to belong - to a group.

**TITLE OF MOVIE:** Mississippi Burning

**HISTORICAL PERIOD:** 1960s Civil Rights Movement

**WHO'S IN THE FILM:** Gene Hackman, Willem Dafoe, Frances McDormand, Brad Dourif, R.Lee Emery, Gailard Sartain, Michael Rooker, Park Overall

**DIRECTOR:** Alan Parker

**DATE MADE:** 1988

**RUNNING TIME:** 127 minutes - color

**PLOT SUMMARY:** *Mississippi Burning* recounts the murder of three civil rights workers in Mississippi in 1964 and the subsequent investigation, trial and outcomes. This film is based on actual events, however characters names are fictionalized.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #3 Learner will develop an understanding of people in other times, both on their own terms and in terms of present perspectives.
- #4 Learners will analyze how and why some things change, while others persist. They evaluate factors that lead to change, the pace of change, and its impact. They organize time periods defined by patterns and turning points.
- #5 Learners will learn about themselves and other historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #11 Learners will define many types of power by analyzing how it is distributed, managed, and negotiated, both legitimately and illegitimately.
- #23 Learners will explain how events that occur and decisions that are made in one place have an impact on other people and places throughout the global community.

**ACTIVITIES:**

**I. BEFORE VIEWING THE FILM:**

**SECTION 1: HISTORICAL INFORMATION:**

1. What is the Civil Rights Movement?
2. What caused the Civil Rights Movement?
3. When did the Civil Rights Movement begin?
4. What were the results of the Civil Rights Movement in the 1960s and today?

**SECTION 2: SETTING THE STAGE:**

**A. CHARACTERS: (List the main characters in the film.)**

Mr. Andersen  
Alan Ward  
Sheriff Ray Stuckey  
Deputy Clinton Pell  
Mayor Tillman  
Clayton Townley  
Frank Bailey  
Lester Cowens  
Floyd Swilley  
Wesley Cooke  
Agent Bird

**B. PLACES: (List the important places mentioned in the film.)**

Mississippi  
Jessup County

**C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)**

Martin Luther King	Ku Klux Klan
Freedom Riders	Grand Wizard
Civil Rights Workers	The Grand Cyclops
Freedom Riders	Segregation
NAACP	Burning Cross
Dry County	Prejudice

## II. VIEWING THE FILM:

- A. **VIEW THE FILM IN SEGMENTS:** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film at times for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. **RECAP: RECAP THE EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What is happening, or what just happened?
2. What do you think about what you saw?
3. What do you think is going to happen next?

- C. **ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions about what's going to happen next.
2. Word search activities
3. Map activities - find Mississippi
4. Fill in a timeline for the events of the Civil Rights Movement in the 1960s.
5. Fill in timeline of the events in the segment you just saw.

## III. PUTTING IT TOGETHER

- A. **THE 5Ws AND MORE:** Suggested questions for which **MISSISSIPPI BURNING** may be asked during the viewing of the film and during teacher facilitated discussion after viewing the film.

1. Where did the film take place?
2. When did the film take place?
3. How did the beginning of the film make you feel? What techniques did the filmmaker use to make you feel that way?
4. Why were the three young men being chased? By whom did you think they were being chased? Why did the boys stop?
5. What was the attitude of the men who stopped the three boys?
6. What is the Ku Klux Klan?
7. Where was Mr. Anderson from? Who did Anderson and Ward work for?
8. What was the police department's attitude toward Mr. Anderson and Mr. Ward?

9. What was the relationship between Anderson and Ward?
10. In the restaurant, what mistakes did Mr. Ward make?
11. Why did the black man Ward was talking to move his seat?
12. Why did the Civil Rights workers go to Mississippi?
13. Why was the church burned?
14. Why wouldn't the local black people talk to the FBI?
15. What two incidents occurred that showed the feeling of the local whites toward the two FBI agents?
16. The Barbershop: Explain the Mississippi thinking toward "Colored people".
17. The Hairdressing Salon: Who was the hairdresser's husband?
18. Who was the person that got dumped in the street?
19. What did the agents find in the swamp? In what condition?
20. How did the whites retaliate to the increase in FBI agents?
21. What was the attitude of whites toward the missing boys? (TV interviews)
22. The Reporter's scene: What was the Sheriff's attitude toward the NAACP and Civil Rights?
23. Where did Aaron tell Anderson and Ward to start investigating?
24. How did you think Anderson felt towards Mrs. Pell?
25. What did the 3 fingers in belt mean? Who held their fingers in this way?
26. Why did Mr. Anderson go back to talk to Mrs. Pell ?
27. The Church scene: Who was waiting for the congregation when they left the church? Why did you think they attacked them? What did they threaten to do to Aaron and why?
28. How did the white people in the TV interviews stereotype the blacks?
29. The Clayton Townley interview: What is his attitude toward Jews, Catholics, Negroes? Why don't white Mississippians accept these groups?
30. What was the social club? What did Frank admit he would do?
31. The March: What do you think Mrs. Pell told Mr. Anderson?
32. What did the little boy witness when the blue pickup truck pulled up in front of the house? Why was the boy wearing a box? What was the result of their trial? How did the blacks react to the verdict?
33. What two things did Mrs. Pell tell Agent Anderson when he went to visit her at night?
34. Why did Mrs. Pell get beaten? Who did it?
35. What was the turning point in the film for Anderson and Ward?
36. How did Anderson and Ward get the truth about the murders and from whom?
37. What charges did the FBI bring against the white men?
38. Who called the meeting in the church? Who do you think will talk?
39. How did they get Lester to cooperate? Name two incidents.
40. What did Anderson do to Deputy Pell?
41. What were the results of the trial of the seven murderers?
42. What did Mrs. Pell say she would do? Why?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. Discuss prejudice, segregation, racism, hate crimes
2. Discuss stereotypes and incidents in the film
3. Civil Rights Movement - What civil rights did Afro-Americans want?
4. Relate the events in the film to present day examples of discrimination, racism, hate crimes

**THE FUN STUFF:**

**The following activities may be used at any point during this unit.**

1. Research topics using the library: KKK, Civil Rights Movement, Freedom Rider, Martin Luther King, FBI, James Meredith, J. Edgar Hoover.
2. Create a word search using words from the film: segregation, Klu Klux Klan, Civil Rights, Mississippi, Cross, etc.
3. Write news article about the events in the film.
4. Create a timeline for the 1960's Civil Rights Movement.
5. Using the encyclopedia, multi-media encyclopedia, Time-Life or other appropriate resource, find information about men and women of the Civil Rights Movement.
6. Research gospel music and singers.

**TITLE OF MOVIE:** I Will Fight No More Forever

**HISTORICAL PERIOD:** 1877 - Westward Expansion

**WHO'S IN THE FILM:** Ned Romano, James Whitmore, Sam Elliott

**DIRECTOR:** Richard Hefrom

**DATE MADE:** 1990

**RUNNING TIME:** 2 hours - Color

**PLOT SUMMARY:** This is the true story of Chief Joseph and the Nez Perce Tribe and their 1700 mile, 108 day fight against the U.S. Army. The Army had been ordered to place Chief Joseph and the Tribe on the Lapwai Reservation as President Grant opened the Wallowa Valley of Idaho and Oregon to white settlement. The choice the tribe faced was to submit or fight. Life on the reservation would be fundamentally wrong for the tribe so the council decided to fight for their traditional way of life.

**LEARNING STANDARDS: The learning standards for this film include, but are not limited to:**

- #2 Learners will understand and evaluate the credibility of multiple sources of information to construct an historical narrative, describing how the perspective of the storyteller affects what stories are told and how they are told.
- #9 Students will analyze social, cultural, and economic systems in relation to the environment.
- #12 Learners will study why different peoples have developed diverse forms of government, evaluate their efficacy, and assess the many possible relationships between governments and the governed.
- #16 Learners will analyze how different economic systems function, their relation to the cultures in which they operate, and how they change over time.
- #24 Learners will analyze examples of conflict, cooperation, and interdependence among groups, societies and, nations.

## ACTIVITIES:

### I. BEFORE VIEWING THE FILM:

#### SECTION 1: HISTORICAL INFORMATION:

1. What was Westward Expansion?
2. What caused the push westward?
3. When was the era of Westward expansion?
4. How did Westward Expansion end? What were the results?
5. What are reservations?
6. Why were Native Americans being forced onto reservations?

#### SECTION 2: SETTING THE STAGE:

##### A. CHARACTERS: (List the main characters in the film.)

Chief Joseph  
General Oliver O. Howard  
Captain Wood  
Nez Perce Tribe

##### B. PLACES: (List the important places mentioned in the film.)

Idaho  
Oregon  
Yellowstone National Park  
Montana  
Wallowa Valley  
Canada

##### C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)

Native American  
Westward Expansion  
White Justice  
Nez Perce Tribe  
Reservation  
Treaty  
Native American beliefs, ideas, culture (their view of the earth and their place in it)  
Skirmish

## II. VIEWING THE FILM:

- A. **VIEW THE FILM IN SEGMENTS:** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film at times for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. **RECAP: RECAP THE EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What happened?
2. What do you think is going to happen next?
3. Why is this happening?

- C. **ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions about what's going to happen next
2. Word search activities
3. Map activities
4. Fill in a timeline
5. Discussion of important characters and/or concepts
6. Short writing assignments

## III. PUTTING IT TOGETHER:

- A. **THE 5 Ws AND MORE:** Suggested questions for **I WILL FIGHT NO MORE FOREVER** which may be asked during the viewing of the film and during teacher facilitated discussion after viewing the film.

1. Who were the main characters?
2. Which characters did you like? Dislike? Why?
3. Where does this film take place?
4. What are some things you know about the battles?
5. What events brought about the battles?
6. What is a reservation?
7. Why did the U.S. Government want to put the Nez Perce on a reservation?
8. What was the Nez Perce's response to this?
9. What were some problems the Nez Perce might face on a reservation? Why did they resist going?
10. Did the Nez Perce choose to submit or fight? Why?
11. How did the young men in the tribe feel?

12. How were the Nez Perce able to escape the U.S. Army?
13. What strategies were successful?
14. What tribes were the Nez Perce going to try to join?
15. What country were the Nez Perce trying to reach? Why? Did they make it?
16. In the end, why did Joseph surrender? Why did he agree to go to the reservation?
17. Do you think Joseph was a good leader or not? Why?
18. What qualities describe Chief Joseph?
19. What qualities describe General Howard?
20. What conflicts did General Howard feel about his duties?
21. Do you think General Howard did the right thing by stopping Joseph? Why?
22. Describe the Nez Perce governance system.

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. Why are Native Americans called Indians?
2. What were some problems the European settlers brought to the tribes?
3. Why did the U.S. Government remove the Native Americans from the land?
4. What did the Nez Perce want from the U.S. Government?
5. What have been the long term effects of the reservation system?
6. What makes a good leader?

#### **IV. THE FUN STUFF:**

**The following activities may be used at any point during this unit.**

1. Research Native American traditions
  - ~forms of tribal government
  - ~forms of spirituality
  - ~death practices
  - ~meaning of symbols
2. Research Native American Reservation System
  - ~history, development, implementation
  - ~current policy
  - ~effects of these policies
3. Learn about Native American music
  - ~instruments
  - ~meaning
  - ~role of music

4. Use primary source materials to research events of westward expansion.
5. Create a poster(s) depicting a traditional Nez Perce tribe
  - ~housing
  - ~clothes
  - ~foods
  - ~animals
  - ~roles of members
6. Invite a Native American group to perform, speak, or share experiences with the class.

**TITLE OF MOVIE:** The Grapes of Wrath

**HISTORICAL PERIOD:** 1930s, The Great Depression, The Dust Bowl

**WHO'S IN THE FILM:** Henry Fonda, Jane Darwell, John Carradine, Charlie Grapewin, Dorris Bowin, Russell Simpson, John Qualen, O.Z. Whitehead

**DIRECTOR:** John Ford

**DATE MADE:** 1940

**RUNNING TIME:** 129 minutes - Black & White

**PLOT SUMMARY:** Okies moving from the Dust Bowl to California encounter many difficulties. Henry Fonda and Jane Darwell in seminal performances as an ex-con who tries to help his family find a better life and his mother who stands as the ultimate leader when the forces around them threaten to dissolve their familial bonds.

**LEARNING STANDARDS: The learning standards for this film include, but are not limited to:**

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #5 Learners will learn about themselves and others in historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose to belong - or not to belong - to a group.
- #24 Learners will analyze examples of conflict, cooperation and interdependence among groups, societies and nations.

**ACTIVITIES:**

**I. BEFORE VIEWING THE FILM**

**SECTION 1: HISTORICAL INFORMATION:**

1. What was the Dust Bowl?
2. When was the Great Depression?
3. How did it end?
4. What were the results?

**SECTION 2: SETTING THE STAGE:**

**A. CHARACTERS: (List the main characters in the film.)**

Tom Joad	Rosasharon
Ma Joad	Connie
Pa Joad	Grandma
Casey	Grandpa
Mulie Graves	

**B. PLACES: (List the important places mentioned in the film.)**

Oklahoma	Pecos River
California	Colorado
Arkansas	Needles
New Mexico	Barstow
Arizona	Tavares County

**C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)**

Okie	General Notion Store
Tenant Farmer	Transient
Cats (Caterpillar Tractors)	Reds
Touched	Strike

## II. VIEWING THE FILM:

- A. VIEW THE FILM IN SEGMENTS:** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. RECAP: RECAP THE EVENTS OF THE SEGMENT YOU HAVE SHOWN USING QUESTION PROMPTS:**

1. What is happening, or what just happened?
2. What do you think about this?
3. What do you think will happen next?

- C. ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions.
2. Word search activity
3. Map activities - Find Oklahoma and California. Follow the Joad's trail. Find how far they traveled. Where are these places in relation to us?
4. Fill in a time line.
5. Discussion of important the characters and the concepts.
6. Complete a short writing assignment.

## III. PUTTING IT TOGETHER:

- A. THE 5 Ws AND MORE:** Suggested Questions for **THE GRAPES OF WRATH**, which may be asked during viewing and during teacher facilitated class discussion after viewing the film.

1. Who were the main characters? Describe them.
2. Which character(s) did you like? Why? Which character(s) did you dislike? Why?
3. Where was Tom coming from?
4. Why did Casey say he wasn't preaching any more?
5. What was the problem they found when they arrived at Tom's house?
6. After four years in prison how did Tom and his mother greet each other?
7. How were Ma's feelings about leaving different from the others, and how did she express them?
8. What did Grandpa do just before he died? What do you think that meant?

9. How did the cook and the waitress treat Pa and the kids?
10. How did it affect the truck drivers?
11. What did the gas station attendants think about Okies?
12. What happened when the picking contractor tried to hire workers?
13. What happened to Casey?
14. What was the trouble at the Keene Ranch?
15. What were they going to be paid to pick peaches?
16. Who did Tom find when he snuck out of camp, and what was the problem?
17. What happened to Tom and Casey?
18. What did Ma say Tom should do?
19. Tom called Casey a lantern. What did he mean?
20. What was different about the camp they came to after that?
21. Why did the deputy sheriffs come to the camp? What did they find? Why?
22. Why did Tom have to leave just when things seemed to be getting better?
23. Who did Tom say was important to him?
24. What did Tom want to do?
25. What did Tom mean about being part of one big soul, and about being everywhere?
26. What did Ma say when they were driving away? What did she mean?
27. How were the Joads' lives like yours? How were they different?
28. What is the difference between tenant farming and slavery?
29. Why was the land in the Dust Bowl so poor?
30. What do you think was the most difficult thing the Joads had to do?
31. Who was the most heroic person in the film? Why do you think so?
32. Who was the least heroic? Why do you think so?
33. Tom, Ma and Casey had to make difficult decisions that they knew would have a negative effect on them. Do you think they made the right decisions? Why? Would you have done something different? Why?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest.**

1. Prejudice
2. Alienation
3. Family Responsibility
4. Poverty
5. Displacement

#### IV. THE FUN STUFF:

**The following activities may be used at any point during this unit.**

1. Using the library, atlases, and other documents, find the location of the places named in the film.
2. With information gathered from different sources (period newspapers, road maps and other pertinent historic documents) try to budget for a trip from Oklahoma to California.
3. Trace a possible route taken by a typical Okie family on a map and estimate the time necessary to make the trip.

**TITLE OF MOVIE:** The Color Purple

**HISTORICAL PERIOD:** 1900-1950

**WHO'S IN THE FILM:** Danny Glover, Whoopie Goldberg, Margaret Avery, Oprah Winfrey, Willard Pugh, Akosua Busia, Desreta Jackson, Adolph Caesar, Larry Fishburne, Rae Dawn Chong, Dana Ivey

**DIRECTOR:** Steven Spielberg

**DATE MADE:** 1985

**RUNNING TIME:** 152 minutes - Color

**PLOT SUMMARY:** Spanning forty years this film highlights the struggles of a woman of color. The characters run the gamut from frustrated to fulfilled, and the main character is ultimately a survivor. The length of the film can be daunting, but due to the powerful performances, and the emphases on race and gender it is an excellent springboard for discussion.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #4 Learners will analyze how and why some things change, while others persist. They evaluate factors that lead to change, the pace of change, and its impact. They organize time periods defined by patterns and turning points.
- #5 Learners will learn about themselves and others in historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #19 Learners will define and analyze the individual and cultural components of identity.

**TITLE OF MOVIE:** The Piano Lesson

**HISTORICAL PERIOD:** 1920s/1930s

**WHO'S IN THE FILM:** Charles Dutton, Alfred Woodard, Carl Gordon, Tommy Hollis, Lou Myers, Courtney B. Vance

**DIRECTOR:** Lloyd Richards

**DATE MADE:** 1995

**RUNNING TIME:** 99 minutes - Color

**PLOT SUMMARY:** This film tells the story of an Afro-American family's quest for the American dream represented by the piano passed down through generations.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #5 Learners will learn about themselves and others in historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #22 Students will weigh the benefits and difficulties of interaction between cultural groups.

**TITLE OF MOVIE:** Come See the Paradise

**HISTORICAL PERIOD:** World War II (Japanese Internment Camp in USA)

**WHO'S IN THE FILM:** Dennis Quaid, Tamlyn Tomita, SAB Shimono, Shizuko Hoshi, Stan Egi, Ronald Yomamoto

**DIRECTOR:** Alan Parker

**DATE MADE:** 1990

**RUNNING TIME:** 135 minutes - Color

**PLOT SUMMARY:** This film tells the story of hothead union organizer Jack McGurn who falls in love with and marries Lily Kawamura in Los Angeles' Little Tokyo in the late 1930's. After the Japanese bombing of Pearl Harbor in 1941 Jack is separated from Lily, his young daughter, and the Kawamura family who are sent to Japanese internment camps.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #5 Learners will learn about themselves and others in historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #22 Students will weigh the benefits and difficulties of interaction between cultural groups.
- #23 Learners will explain how events that occur and decisions that are made in one place have an impact on other people and places throughout the global community.

# **THE HERO**

**The Concept of Hero Traced Through  
Various Historical Periods  
In  
American History**

The Crucible  
High Noon  
The Autobiography of Miss Jane Pittman  
Nothing But A Man  
The Long Walk Home  
JFK  
A Raisin in the Sun  
Norma Rae  
Apollo 13

**TITLE OF MOVIE:** The Crucible

**HISTORICAL PERIOD:** 1600s - Salem Witch Trials

**WHO'S IN THE FILM:** Daniel Day-Lewis, Winona Ryder, Joan Allen, Rob Campbell, Bruce Davidson, Jeffrey Jones, Paul Scofield

**DIRECTOR:** Nicholas Hytner

**DATE MADE:** 1996

**RUNNING TIME:** 123 minutes - Color

**PLOT SUMMARY:** Based on Arthur Miller's play, The Crucible, this film recounts the Salem Witch hysteria and subsequent trials and hangings.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #2 Learners will understand and evaluate the credibility of multiple sources of information to conduct an historical narrative, describing how the perspective of the storyteller affects that stories are told and how they are told.
- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #5 Learners will learn about themselves and others in historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose to belong - or not to belong - to a group.
- #23 Learners will explain how events that occur and decisions that are made in one place have an impact on other people and places throughout the global community.

**TITLE OF MOVIE:** High Noon

**HISTORICAL PERIOD:** The West, The late 1800s

**WHO'S IN THE FILM:** Gary Cooper, Grace Kelly, Thomas Mitchell, Lloyd Bridges, Katy Jurado, Otto Kruger, Lon Chaney, Jr., Henry Morgan, Lee VanCleaf, Robert Wilke, Sheb Wooley

**DIRECTOR:** Fred Zinnemann

**DATE MADE:** 1952

**RUNNING TIME:** 84 minutes - black and white

**PLOT SUMMARY:** Gary Cooper's Oscar winning performance as the just married Marshal Will Kane who cannot leave the town he cleaned up when he learns the murderer he sent to prison for life has been pardoned and is coming to settle the score.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #12 Learners will study why different peoples have developed diverse forms of government, evaluate their efficacy, and assess the many possible relationships between governments and the governed.
- #24 Learners will analyze examples of conflict, cooperation, and interdependence among groups, societies and nations.

**ACTIVITIES:**

**I. BEFORE VIEWING THE FILM**

**SECTION 1: HISTORICAL INFORMATION:**

1. What was the West?
2. Where and when was this?
3. How did it end?
4. What were the results?

**SECTION 2: SETTING THE STAGE:**

**A. CHARACTERS: (List the main characters in the film.)**

Will Kane	Helen Ramirez
Amy Fowler (Kane)	Harvey Pell
Frank Miller	Joe Henderson
Ben Miller	Mark Howe
Jim Pierce	Sam Fuller
Jack Colby	

**B. PLACES: (List the important places mentioned in the film.)**

Hadleyville  
Texas  
Abilene

**C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)**

Forsake  
Marshal  
Quaker  
Justice of the Peace  
Livery stable  
Silent partner  
Commuted sentence

## II. VIEWING THE FILM:

- A. VIEW THE FILM IN SEGMENTS.** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. RECAP: RECAP EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What is happening, or what just happened?
2. What do you think about this?
3. What do you think will happen next?
4. What state do you think this town is in?
5. In what years could this have taken place?

- C. ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions
2. Word search activity
3. Map activities
4. Fill in a time line
5. Discussion of important characters and/or concepts
6. Short writing assignments

## III. PUTTING THE PIECES TOGETHER

- A. THE 5 Ws AND MORE:** Suggested questions for **HIGH NOON** may be asked during the film and during teacher facilitated discussion after viewing the film.

1. Who were the main characters?
2. Which character(s) did you like? Why? Which character(s) did you dislike? Why?
3. Describe them.
4. How did you know there was going to be trouble with the men who rode into town?
5. Why did Kane return to town after he left with Amy?
6. Why was Harv mad at Kane for coming back?
7. Why was Frank Miller in prison?
8. What was he coming back to do?
9. What did Will do when Amy said she was leaving?

10. What did the Judge say to Will?
11. What was Helen Ramirez's relationship to Frank Miller, Marshal Kane and Harvey Pell?
12. Why were so many people happy to see the Miller gang back in town?
13. How did Marshal Kane feel after he punched the bartender?
14. Kane had no luck getting people from the bar or the church. Was the reason people didn't want to help the same in both places?
15. How do you think Kane felt after the Mayor spoke in church?
16. What did Marshall Kane do when he finally realized he was alone?
17. How is Will alerted to where the gang is?
18. What does Amy do when she hears the first shot?
19. What does Amy have to do to help Will?
20. What happened when the fighting was over?
21. What did Kane do?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. Heroism
2. The Law
3. Marshal or Sheriff - what is the difference?
4. Saloon keeper
5. Prejudice against Mexicans
6. Non-violence and the Quakers
7. What would you do if your friends abandoned you in tough times?
8. Would you consider Kane a hero? Why or why not?
9. Is anyone else heroic in the movie?
10. How does the movie keep you interested without much action?

#### **IV. THE FUN STUFF**

**The following activities may be used at any point during this unit.**

1. Using the library, atlases and other documents find the possible location of the fictitious places named in the film.
2. Using the encyclopedia, multimedia encyclopedia, Time-Life or other appropriate resources find information about real lawmen, outlaws and other historic characters from the old west.
3. Create a collage of the people found in the research.

**TITLE OF MOVIE:** The Autobiography of Miss Jane Pittman

**HISTORICAL PERIOD:** 1850s-1950s in the South

**WHO'S IN THE FILM:** Cicely Tyson, Barbara Chaney, Richard Dysart, Katherine Helmond, Michael Murphy, Odetta

**DIRECTOR:** John Korty

**DATE MADE:** 1974

**RUNNING TIME:** 110 minutes - Color

**PLOT SUMMARY:** Based on the Ernest J. Gaines epic novel, this is a fictitious story of a 110 year old woman who lived through the Civil War until the start of the Civil Rights Movement. The film is a touching account of a deeply spiritual woman whose experiences as a slave, a free person, and a matriarch involve the audience in a story of both personal growth and social change.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #4 Learners will analyze how and why some things change, while others persist. They evaluate factors that lead to change, the pace of change, and its impact. They organize time periods defined by patterns and turning points.
- #5 Learners will learn about themselves and others in historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.

## ACTIVITIES

### I. BEFORE VIEWING THE FILM:

#### SECTION 1: HISTORICAL INFORMATION:

Since the movie spans over 100 years in American history, the teacher may choose from many important eras in American history for discussion with students.

#### SECTION 2: SETTING THE STAGE

##### A. CHARACTERS: (List the main characters in the film.)

Jane  
Big Laura  
Ned  
Jimmy  
the Dye Family  
the Reporter  
Joe Pittman

##### B. PLACES: (List the important places mentioned in the film.)

Bayonne  
New Orleans  
Mississippi River  
Ohio  
Kansas  
Texas

##### C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)

Slavery  
Segregation  
Freeman  
Emancipation Proclamation  
Rednecks  
Reconstruction  
Ku Klux Klan  
Civil Rights Movement  
Civil War  
Spanish American War  
Plantation

## II. VIEWING THE FILM:

- A. **VIEW THE FILM IN SEGMENTS:** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film at times for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. **RECAP: RECAP THE EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What happened?
2. What do you think is going to happen next?

- C. **ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions about what's going to happen next
2. Word search activities
3. Map activities
4. Fill in a timeline

## III. PUTTING IT TOGETHER

- A. **THE 5 Ws AND MORE:** Suggested questions for **THE AUTOBIOGRAPHY OF MISS JANE PITTMAN** which may be asked during the viewing of the film and during teacher facilitated discussion after viewing the film.

1. Who were the main characters of the movie?
2. Which characters did you like? Dislike? Why?
3. What qualities in Jane were important for you? Why?
4. Where was Jane born?
5. Why did she not know how old she was?
6. Why were the two rocks so important in Jane's life?
7. What was the Civil War? When did it take place?
8. What were some important outcomes of the Civil War?
9. What is the Emancipation Proclamation?
10. Where did Jane head after her emancipation? Why?
11. Why didn't they travel on the main roads?
12. What happened in the barn?
13. Why was the woman in the shack angry with blacks in general?
14. Who were the Rednecks?
15. Why did Jane sign on at the Dye Plantation?

16. What did she do there?
17. What does the KKK stand for?
18. Why was the KKK looking for Ned?
19. Why did Jane urge Ned to leave? Why did she stay behind?
20. Where did Jane and Joe go together? Why?
21. Why did Ned come back home?
22. What did Ned do that put his life in jeopardy?
23. Who killed Ned? Why?
24. Why did the pastor not support Jimmy in his efforts?
25. Why did Jimmy get shot?
26. Why did Jane go to Bayonne and drink from the fountain? How come she did not get arrested?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. What were the main causes and effects of slavery?
2. How did slavery come to an end?
3. What was Reconstruction? Did it work? Why or why not?
4. Who were the carpetbaggers? What role did they play in the south?
5. What choices did slaves have after emancipation?
6. What were the roles of Negro Rights Committees?
7. Why didn't many blacks in this film get involved in the Civil Rights Movement?
8. Why did the farm owner not want the blacks on his farm to get involved in protests?

**IV. THE FUN STUFF:**

**The following activities may be used at any point during this unit.**

1. Read excerpts from the Ernest J. Gaines novel upon which the movie was based.
2. Compare and contrast this film to non-fiction films about blacks during this era.
3. Conduct an oral history project with family or community members.
4. Create a family memory quilt depicting favorite memories from each student's family.
5. Read autobiographies and biographies of famous African-American women.
6. Complete an in-depth study of the Civil War including causes, effects, battles and the role of blacks.

**TITLE OF MOVIE:** Nothing But a Man

**HISTORICAL PERIOD:** Alabama in the 1960s

**WHO'S IN THE FILM:** Ivan Dixon, Abby Lincoln, Julius Harris, Gloria Foster

**DIRECTOR:** Michael Roemer

**DATE MADE:** 1964

**RUNNING TIME:** 92 minutes - Black and White

**PLOT SUMMARY:** This is the story of African Americans in the South in the 1960s. Dixon plays a railroad worker who decided to settle down with a school teacher. In this more sedentary life Dixon is forced to experience prejudices he has never dealt with before. He ultimately faces his life and responsibilities in an honest fashion.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #4 Learners will analyze how and why some things change, while others persist. They evaluate factors that lead to change, the pace of change, and its impact. They organize time periods defined by patterns and turning points.
- #19 Learners will define and analyze the individual and cultural components of identity.

**TITLE OF MOVIE:** The Long Walk Home

**HISTORICAL PERIOD:** Segregated South  
Beginning of the Civil Rights Era - 1955

**WHO'S IN THE FILM:** Sissy Spacek, Whoopi Goldberg, Dwight Schultz,  
Ving Rhames, Dylan Baker

**DIRECTOR:** Richard Pearce

**DATE MADE:** 1990

**RUNNING TIME:** 98 minutes - Color

**PLOT SUMMARY:** This is an engaging account of the life and changing times in the American South. A white woman of privilege has consciousness raising experiences as her housekeeper joins the bus boycott. In their own ways, both women work toward change.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #4 Learners will analyze how and why some things change, while others persist. They evaluate factors that lead to change, the pace of change, and its impact. They organize time periods defined by patterns and turning points.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose to belong - or not to belong - to a group.
- #23 Learners will explain how events that occur and decisions that are made in one place have an impact on other people and places throughout the global community.
- #24 Learners will analyze examples of conflict, cooperation and interdependence among groups, societies and nations.

## ACTIVITIES:

### I. BEFORE VIEWING THE FILM

#### SECTION 1: HISTORICAL INFORMATION:

1. What is segregation?
2. What caused the Civil Rights Movement?
3. When was the Civil Rights Movement?
4. How did segregation end? What were the results?

#### SECTION 2: SETTING THE STAGE:

##### A. CHARACTERS (List the main characters in the film.)

Odessa Cotter  
Selma Cotter  
Miriam Thompson  
Norman Thompson  
Mary Katherine Thompson  
Tucker Thompson

##### B. PLACES: (List the important places mentioned in the film.)

Montgomery, Alabama

##### C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)

Boycott  
White Citizen's Council  
Racism  
Segregation  
Passive Resistance  
Civil Rights Movement  
Mob Mentality  
Separate but Equal  
Carpool  
Voter Registration  
Dr. Martin Luther King Jr.  
Rosa Parks

## II. VIEWING THE FILM:

- A. **VIEW THE FILM IN SEGMENTS:** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film at times for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. **RECAP: RECAP THE EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What happened?
2. What do you think is going to happen next?
3. How do you feel about what happened?

- C. **ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions about what's going to happen next.
2. Word search activities
3. Map activities
4. Fill in a timeline.
5. Vocabulary - definitions
6. Discuss important concepts and characters.

## III. PUTTING IT TOGETHER

- A. **THE 5 Ws AND MORE:** Suggested questions for which **THE LONG WALK HOME** may be asked during the viewing of the film and during teacher facilitated discussion after viewing the film.

1. Who were the main characters?
2. Which characters did you like? Why? Which characters did you dislike? Why?
3. What event started the bus boycott?
4. What did the people hope to accomplish with the boycott?
5. Did the boycott work?
6. What do you think of a boycott as a method of protest?
7. What was the Civil Rights Movement?
8. What were the goals and plans for the movement?
9. Do you think Civil Rights Movement was successful? Why?
10. What was passive resistance?
11. Would more violent resistance have been more successful? Why or why not?

12. Why did Odessa participate in the boycott?
13. What did her family think of this?
14. What was the role of Odessa's church in the movement?
15. Why did the whites resist any change?
16. Why were the whites afraid of the boycott?
17. Why did Selma take the bus? What did you think about this?
18. Why did Selma's brother not fight back when beaten by white boys?
19. What was the role of the White Citizen's Council?
20. Who was courageous in this movie? Why?
21. Did anything that happened in the movie surprise you? What?
22. Why did Miriam take a stand?
23. Why did she drive for the carpools?
24. What roles did black women and white women play in the 1950's? Have these roles changed at all?
25. What did this statement mean: "There is strength in numbers?"

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. Separate but Equal
2. Justice - Have you ever taken a stand for justice?
3. Passive Resistance
4. Oppression - What forms does it take?
5. The Process of Societal Change
6. How do these women form common ground?
7. Who is Rosa Parks? What was her role in the Civil Rights Movement?
8. Why do the whites feel they need to "hold the line"?
9. Power of Groups, Power of Women, Power of Religion

#### **IV. THE FUN STUFF:**

**The following activities may be used at any point during this unit.**

1. Create a timeline of the Civil Rights Movement.
2. Listen to spiritual music - words, messages, music.
3. Talk to people who took part in the Civil Rights Movement.
4. Invite a local activist in to address the class.
5. Research an important figure in the Civil Rights Movement.
6. Create a visual display of key people and events of this era.
7. Use primary source materials to research information of the Civil Rights Movement.

**TITLE OF MOVIE:** JFK

**HISTORICAL PERIOD:** 1960s

**WHO'S IN THE FILM:** Kevin Costner, Sissy Spacek, Kevin Bacon, Tommy Lee Jones, Laurie Metcalf, Gary Oldman, Donald Sutherland, Joe Pesci, Jack Lemmon, Walter Matthau, Ed Asner, Vincent D'Onofrio

**DIRECTOR:** Oliver Stone

**DATE MADE:** 1991

**RUNNING TIME:** 189 minutes - color and black & white

**PLOT SUMMARY:** This film tells the story of New Orleans D.A. Jim Garrison who becomes obsessed with finding the truth about President Kennedy's assassination.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #2 Learners will understand and evaluate the credibility of multiple sources of information to conduct an historical narrative, describing how the perspective of the storyteller affects that stories are told and how they are told.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #13 Learners will focus on the United States Government, studying the ideals on which it is based, its operation, and its influence in different spheres.
- #23 Learners will explain how events that occur and decisions that are made in one place have an impact on other people and places throughout the global community.

**TITLE OF MOVIE:** A Raisin in the Sun

**HISTORICAL PERIOD:** 1960s in Chicago

**WHO'S IN THE FILM:** Sidney Poitier, Claudia McNeil, Ruby Dee, Diana Sands, Ivan Dixon, John Fiedler, Louis Gossett

**DIRECTOR:** Daniel Petrie

**DATE MADE:** 1961

**RUNNING TIME:** 128 minutes - Black and White

**PLOT SUMMARY:** This story is about a black Chicago family striving to find sense and meaning in the very oppressive existence of segregated society. Inevitably, the three generations in the family view things differently. Family members grapple with defining their dreams and how to attain them.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #5 Learners will learn about themselves and others in historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #19 Learners will define and analyze the individual and cultural components of identity.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose belong - or not to belong - to a group.
- #22 Students will weigh the benefits and difficulties of interaction between cultural groups.

**TITLE OF MOVIE:** Norma Rae

**HISTORICAL PERIOD:** 1970s South Carolina

**WHO'S IN THE FILM:** Sally Field, Ron Leibman, Beau Bridges, Pat Hingle, Barbara Baxley, Gail Strickland

**DIRECTOR:** Martin Ritt

**DATE MADE:** 1979

**RUNNING TIME:** 113 minutes - Color

**PLOT SUMMARY:** South Carolina garment worker is re-energized by a New York union activist and rallies the entire factory work force behind the union movement. Sally Field won an Academy Award for her performance. Based on real-life events, and with special emphases on the question of gender, this is an excellent vehicle for discussion of what defines a hero.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #4 Learners will analyze how and why some things change, while others persist. They evaluate factors that lead to change, the pace of change, and its impact. They organize time periods defined by patterns and turning points.
- #11 Learners will define many types of power by analyzing how it is distributed, managed and negotiated, both legitimately and illegitimately.
- #20 Learners will assess how and why groups form by evaluating when group membership is voluntary or involuntary and by analyzing reasons why people choose to belong - or not to belong - to a group.
- #24 Learners will analyze examples of conflict, cooperation and interdependence among groups, societies and nations.

**TITLE OF MOVIE:** Apollo 13

**HISTORICAL PERIOD:** 1960s - Space Age

**WHO'S IN THE FILM:** Tom Hanks, Kevin Bacon, Bill Paxton, Gary Sinise, Ed Harris, Kathleen Quinn

**DIRECTOR:** Ron Howard

**DATE MADE:** 1995

**RUNNING TIME:** 2 hours 20 minutes - color

**PLOT SUMMARY:** This film recounts the frightening story of the Apollo 13 astronauts who were stranded 205,000 miles from Earth in a crippled space craft. It is the story of the astronauts' battle to survive while Mission Control and the ground crew race against time to bring them home.

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

- #1 Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.
- #3 Learners will develop an understanding of people in other times, both in their own terms and in terms of present perspectives.
- #5 Learners will learn about themselves and others in historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.
- #23 Learners will explain how events that occur and decisions that are made in one place have an impact on other people and places throughout the global community.
- #24 Learners will analyze examples of conflict, cooperation and interdependence among groups, societies and nations.

## ACTIVITIES

### I. BEFORE VIEWING THE FILM:

#### SECTION 1: HISTORICAL INFORMATION:

1. What is the Space Age?
2. What caused the USA to become involved in the race to space?
3. When did the Space Age begin?
4. Did the Space Age end? What are the results?

#### SECTION 2: SETTING THE STAGE:

##### A. CHARACTERS: (List the main characters in the film).

Jim Lovell	Mrs. Marilyn Lovell
Fred Haise	Deke Blayton
Jack Swigert	Neil Armstrong
Ken Mattingly	Edwin "Buzz" Aldrin
Gene Kranz	

##### B. PLACES: (List the important places mentioned in the film.)

Houston, Texas  
Cape Kennedy, Florida

##### C. TERMS AND CONCEPTS: (List the terms/concepts students need to know.)

NASA	CO2
Apollo Mission	The Lem (Lunar Extraction Module)
Aquaris	Orbit
Gemini Missions	Astronaut
Saturn 5 Rocket	The Odyssey (Command Module)
Lunar Module	

## II. VIEWING THE FILM:

- A. VIEW THE FILM IN SEGMENTS:** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film at times for clarification when the story line becomes confusing or when a pivotal event occurs

**\*\*** Some technical aspects of the space mission may be confusing. **\*\***

- B. RECAP: RECAP THE EVENTS OF THE SEGMENT YOU HAVE JUST SHOWN BY USING QUESTION PROMPTS:**

1. What happened?
2. What do you think is going to happen next?
3. How do you think the astronauts were feeling?
4. What did you like most about the segment?
5. What did you like least about the segment?
6. What character did you most like? Least like? Identify with?
7. How were you feeling during the film?

- C. ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions about what will happen next.
2. Word search activities
3. Map activity - Locate names and locations of landmarks on the moon mentioned in the film.
4. Fill in a timeline.

## III. PUTTING IT TOGETHER

- A. THE 5 Ws AND MORE:** Suggested questions for APOLLO 13 which may be asked during the viewing of the film and during teacher facilitated discussion after viewing the film.

1. How did the Apollo 11 astronauts die? Who were they?
2. Who were Neil Armstrong and Buzz Aldrin?
3. When did the USA land on the moon? What did Neil Armstrong say when he landed?

4. Who was supposed to be the commander of Apollo 13? What mission was Jim Lovell supposed to command? Why didn't the senator think Apollo XIV would happen?
5. Why was Jim Lovell appointed to Apollo 13 as commander and not Alan Shepard?
6. What nightmare did Marilyn Lovell have?
7. Why do you think Marilyn Lovell really didn't want to go to the launch?
8. How did the public feel about the Apollo 13 mission?
9. What astronaut's last flight was supposed to be on Apollo 13?
10. Why was Ken Mattingly scrubbed from the mission? Who would take his place? How did Lovell feel about the change?
11. When did Apollo 13 get launched into space? What was its mission?
12. What was the first sign of future problems?
13. How long did it take to get to the moon?
14. What happened that caused the alarms to go off?
15. What was venting into space? What did you think was wrong? How do you think the astronauts were feeling?
16. What two problems did the Apollo 13 space craft have?
17. Where were the astronauts transferring to?
18. Why were they sending the ship around the moon?
19. What were the conditions in the space craft like?
20. Why were all the news people interested in the flight?
22. Which astronaut was sick?
23. What was poisoning the astronauts?
24. What did the machine they built on the spacecraft do to help the astronauts?
25. Why did you think the astronauts removed their medical monitoring equipment?
26. What did the astronauts have to do to get back on course?
27. Why did the astronauts have to add weight to the LEM?
28. How did you think Jim Lovell was feeling when the lunar module was let go?
29. What part of the film did you like best? What part did you find most exciting? What part did you like the least? Were parts of the film boring?
30. What happened to each astronaut: Lovell, Swigert, Harris?

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

1. The race to the moon with the Russians
2. People's attitudes and feeling about exploring space today

**IV. THE FUN STUFF:**

**The following activities may be used at any point during this unit.**

1. Research Topics:  
Apollo Space Missions                      Space Shuttle Flights  
NASA    Gemini Space Missions  
Mercury Space Missions
2. Make a poster tracing the development of space crafts (Mercury, Gemini, Apollo, Shuttle flights).
3. Make a poster of the moon locating landmarks mentioned in the film.
4. Study the basics of the solar system.
5. Write a news story about the Apollo 13 flight.
6. Make a crossword puzzle and/or search-a-word using space vocabulary.
7. Research the lives of the astronauts - Jim Lovell, Fred Haise, Jack Swigert, Neil Armstrong, Buzz Aldrin, Ken Mattingly and write a short biography or report to the class about their lives.

## **ATTACHMENTS:**

1. United States History Through Feature Films: Curriculum Frameworks Proposal
2. ABE Curriculum Frameworks Guiding Principles
3. ABE History and Social Science Curriculum Frameworks Guiding Principles, Learning Strands and Standards and Habits of Mind
4. Curriculum Model Template
5. Instructor Feedback Form
6. Student Feedback Form

**To:** Charlotte Baer  
**From:** Gene Gramarossa, Education Manager  
**Date:** November 17, 1997  
**Topic:** Curriculum Framework Plan for Increased Funding

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The Hampden County Correctional Center's Education Department is submitting a proposal for the **Curriculum Framework Plan for Increased Funding** grant. The Education Department would like to integrate the ABE History and Social Science Curriculum Frameworks into our current ABE theme-based, learner-centered curriculum.

**Title:** United States History Through Feature Films

**Staff:** Three members of the Education Department will participate in this project: Basic Literacy Instructor, Pre-ASE Instructor and Education Manager.

**Content:** Several instructors in the Education Department have used film/videos as a teaching tool in their classes. They have developed accompanying reading, writing, and critical thinking activities. This funding will allow the staff to expand and formalize these activities. It is our intention to employ feature films, in video form as a medium to initiate class discussion, reading, and writing activities, journaling, and critical reflection about themes in American History including, but not limited to America's Wars, the Great Depression, Native Americans, Westward Expansion.

**Process:** The curriculum team will review the **ABE Common Chapters** and the **History and Social Science Curriculum Frameworks**. The team will Civil War, W.W.II, The Depression, etc. and possible feature films that demonstrate identified themes and periods in American History such as *The Last of the Mohicans*, *Glory*, *Casablanca*, *Platoon* etc. The team will preview feature films which will be borrowed from the public library, the Hampden County Correctional video library or from local video rental stores. The team may attend films at local movie theaters if appropriate.

The team will brainstorm reading, writing, language arts activities to be used by students before, during, and after viewing a film. The team will access the Internet for lessons and resources. These activities will relate to the guiding principles of the History and Social Science Curriculum Frameworks and the ABE Common Chapters. A film "expert" will be invited to the curriculum team meeting(s) to discuss critical viewing of films and guide the team in the development of the "how to view a film" unit of this project. The team will develop a feedback tool to be used by students to evaluate the curricular units piloted in classes.

**Implementation:**

The curriculum team will pilot curricular units with students enrolled in classes during the grant period. The students will be asked to provide feedback to the team about the film and the activities. The team will revise units based on student and staff feedback. The entire unit will be implemented on a school-wide basis during the Summer Session (June-August, 1998).

**Budget:**

The budget for this grant will include salary for three education staff; contract personnel (film critic, instructor); video rental, movie tickets; travel.

## **ABE CURRICULUM FRAMEWORKS GUIDING PRINCIPLES**

### **Guiding Principle One:**

Adult students and teachers hold high standards and expectations for lifelong learning.

### **Guiding Principle Two:**

Adult Students, teachers, administrators, and staff understand and use a variety of strategies to enhance learning in the classroom.

### **Guiding Principle Three:**

Students and practitioners use assessment as a process and a tool to guide instruction, provide evidence of student progress, and aid students to become self-directed.

### **Guiding Principle Four:**

Curriculum, instruction, and assessment are based on inquiry which involves investigation, critical thinking, problem solving, reflection and the application of this process to the students' life situations.

### **Guiding Principle Five:**

Curriculum, instruction and assessment point to connections within and across disciplines; they link education to family, community and work.

### **Guiding Principle Six:**

Classroom approaches draw from and are applied to students' life experiences.

### **Guiding Principle Seven:**

Collaboration, cooperation, and partnerships among and between students, their families, learning providers, the workplace and the community are essential to the success of adult education.

### **Guiding Principle Eight:**

The adult learning community supports diversity by recognizing that all students in a single learning environment do not all have the same backgrounds, needs, and goals.

**ABE History and Social Science Curriculum Frameworks**  
**Guiding Principles, Learning Strands and Standards and Habits of Mind**

**GUIDING PRINCIPLES**

1. Inquiry is key to uncovering social studies.
2. Using strands and skills as organizers enables students, teachers and programs to integrate the various social studies disciplines and to integrate social studies and other subjects.
3. Social studies provides a balance of breadth and depth. It encourages learners to see how the world shapes them and how they shape the world.
4. Social studies is most relevant for adults when it is based on active learning, both in and out of the classroom, and involves using a wide variety of sources, tracking methods and learning styles.
5. Students uncover the stories of many people and many places, including their own and those they may have omitted in the past.
6. The study of current events and public policy issues is a component of social studies that is of particular relevance to adult learners and encourages their participation in the democratic process.
7. Social studies can be included in each adult's curriculum at every level and can be an integral part of all adult education programs in all settings.
8. Social studies encompasses many important and practical life skills that can be of immediate use to adult learners in their roles as parents, workers, and citizens.

## LEARNING STRANDS AND STANDARDS

### **A. HISTORY: Time, Continuity and Change**

Many of us remember history lessons as the tedious memorization of long ago dates and long dead names, but we now know that there are other ways to approach the subject. History can be learned through talking to an older relative, visiting an historical site, or contemplating old pictures and objects. History can be current and personal. By emphasizing skills over memorization, history lessons are freed from the tyranny of textbooks.

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| Learning Standard 1: | Learners will be able to understand and analyze the complex nature of cause and effect, questioning what factors cause events to unfold as they do.   |
| Learning Standard 2: | Learners will understand and evaluate the credibility of multiple sources of information to construct an historical narrative, describing how the perspective of the storyteller affects what stories are told and how they are told. |
| Learning Standard 3: | Learners will develop an understanding of people in other times, both on their own terms and in terms of present perspectives.  |
| Learning Standard 4: | Learners will analyze how and why some things change, while others persist. They evaluate factors that lead to change, the pace of change, and its impact. They organize time periods defined by patterns and turning points.         |
| Learning Standard 5: | Learners will learn about themselves and others in historical context by assessing their roles as inheritors of the past, players of the present, and shapers of the future.  |

## **B. GEOGRAPHY: People and Environments**

Geography can be as close as the neighborhood and as distant as the North Pole. In studying Geography, we expand our physical and cultural horizons. Geography lends itself to the use of visuals: maps, globes, pictures, and film. In the ESOL classroom, knowledge of different geographies lies in the students themselves.

Geography and Earth Science are natural partners for cross disciplinary study.

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| Learning Standard 6:  | Learners will use the concept of space to analyze people and environments.   |
| Learning Standard 7:  | Learners will identify the characteristics that define basic geographic units, and use them to analyze specific places and regions.                            |
| Learning Standard 8:  | Students will identify and analyze the physical characteristics of the earth in geographical terms, and organize them into functional units called ecosystems. |
| Learning Standard 9:  | Students will analyze social, cultural, and economic systems in relation to the environment.   |
| Learning Standard 10: | Learners will integrate their studies of people and environments, analyzing the interaction between physical and human elements.                               |

### **C. POLITICAL SCIENCE: Power and Participation**

Adult learners often feel a lack of power and control in their lives and in the world around them. They might express this feeling as anger or apathy. Political Science offers the opportunity to address this issue in the classroom by exploring the roles of power and participation.

Learning in this strand can be enhanced by using current events topics, practicing group decision-making and role-playing, and attending local civic events.

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| Learning Standard 11: | Learners will define many types of power by analyzing how it is distributed, managed, and negotiated, both legitimately and illegitimately.   |
| Learning Standard 12: | Learners will study why different peoples have developed diverse forms of government, evaluate their efficacy, and assess the many possible relationships between governments and the governed. |
| Learning Standard 13: | Learners will focus on the United States government, studying the ideals on which it is based, its operation, and its influence in different spheres.   |
| Learning Standard 14: | Learners will identify and practice their own roles in a democracy, assessing their rights and responsibilities as decision-makers.   |

**D. ECONOMICS: Production and Distribution**

Economics is most relevant to adults when approached from the perspective of personal finances. Adult educators need not be economic experts to guide their learners through the variety of financial decisions that all adults face every day. Non-traditional materials are accessible here: bank and credit card applications, personal and family budgets, workplace benefit plans, tax returns and tables, and charts and graphs from newspaper articles. Economics is most closely tied to math for cross-disciplinary teaching. Involving learners in program funding strategies is a ready made lesson in economics!

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| Learning Standard 15: | Learners will analyze large-scale decision-making and apply that knowledge to their own economics.  |
| Learning Standard 16: | Learners will analyze how different economic systems function, their relation to the cultures in which they operate, and how they change over time. |
| Learning Standard 17: | Learners will comprehend and analyze the United States' economic system, including its principles, its past, and its strengths and weaknesses.      |
| Learning Standard 18: | Learners will analyze the distribution of wealth within and between countries, and evaluate the role of trade in local and global economies.        |

## **E. BEHAVIORAL SCIENCE: Cultures and Identities**

What could be more fascinating to adult learners than the opportunity to study themselves and their culture? Behavioral Science takes in the whole range of human experiences from child rearing to work place behaviors to religion to television. Behavioral frameworks can be taught through a wide variety of interesting sources: personal histories, music, film, clothing, periodicals, photographs, and objects.

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| Learning Standard 19: | Learners will define and analyze the individual and cultural components of identity.  |
| Learning Standard 20: | Learners will assess how and why groups form by evaluating whether group membership is voluntary or involuntary and by analyzing reasons why people choose to belong - or not to belong - to a group.                 |
| Learning Standard 21: | Learners identify characteristics of culture and analyze the relationship between culture - including beliefs, language, and the arts - and societal institutions - such as governments, economies, and technologies. |
| Learning Standard 22: | Students will weigh the benefits and difficulties of interaction between cultural groups.   |
| Learning Standard 23: | Learners will explain how events that occur and decisions that are made in one place have an impact on other people and places throughout the global community.   |
| Learning Standard 24: | Learners will analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.  |

## HABITS OF THE MIND

In creating social studies frameworks for adult education, we move away from “covering” content in favor of “uncovering” concepts. In addition, we encourage adult learners to develop certain ways of reflecting, inquiring and acting that they can carry with them beyond the educational setting. We refer to these ways as ‘habits of mind.’ How do we approach new situations? What kinds of attitudes do we bring to things we see and do? What kinds of responsibilities do we see ourselves having in relation to society? How do we react to the demands of our various roles: parent, worker, and community member? Social studies lends itself to the development of the following ‘habits’:

1. Ask rigorous questions, try new things, act on beliefs, have the courage of one’s convictions, and take appropriate risks.
2. Recognize the importance of multiple viewpoints for understanding people, events, and issues.
3. Empathize with people of difference places and backgrounds, and view people and events in the context of their time and place.
4. Make connections and look for patterns to construct meaning.
5. Learn that most issues encountered in social studies are complex, need thoughtful analysis, and may lack simple solutions.
6. Critically analyze information and evidence, form and express opinions, and be willing to revise these opinions in light of additional information and perspectives.
7. Inquire into the costs and benefits of competing alternatives.
8. Work toward a better future and become active and responsible members of the local and global communities.
9. Use peaceful and positive strategies for resolving strongly conflicting opinions.
10. Develop persistence in problem-solving.

## CURRICULUM MODEL TEMPLATE

**TITLE OF MOVIE:** \_\_\_\_\_

**HISTORICAL PERIOD:** \_\_\_\_\_

**WHO'S IN THE FILM:** \_\_\_\_\_

**DIRECTOR:** \_\_\_\_\_

**DATE MADE:** \_\_\_\_\_

**RUNNING TIME:** \_\_\_\_\_

**PLOT SUMMARY:** \_\_\_\_\_

**LEARNING STANDARDS:** The learning standards for this film include, but are not limited to:

## ACTIVITIES

### I. BEFORE VIEWING THE FILM:

#### SECTION 1: HISTORICAL INFORMATION:

1. What is \_\_\_\_\_ ?
2. What caused \_\_\_\_\_ ?
3. When was \_\_\_\_\_ ?
4. How did \_\_\_\_\_ end? What were the results?

#### SECTION 2: SETTING THE STAGE:

- A. **CHARACTERS:** (List the main characters in the film.)
- B. **PLACES:** (List the important places mentioned in the film.)
- C. **TERMS AND CONCEPTS:** (List terms/concepts students need to know.)

### II. VIEWING THE FILM:

- A. **VIEW THE FILM IN SEGMENTS:** We suggest that the instructors preview the film and select breaks in the film that are appropriate to the class.

**NOTE:** You may want to pause the film at times for clarification when the story line becomes confusing or when a pivotal event occurs.

- B. **RECAP:** Recap the events of the segment you have just shown by using question prompts:
  1. What happened?
  2. What do you think is going to happen next?
  - 3.

**C. ACTIVITIES BETWEEN SEGMENTS: (May be done during or after class)**

1. Make and document predictions about what's going to happen next
2. Word search activities
3. Map activities
4. Fill in a time line
- 5.

**III. PUTTING IT TOGETHER:**

**A. The 5W'S AND MORE: Suggested questions for \_\_\_\_\_ which may be asked during viewing of the film and during teacher facilitated discussion after viewing the film.**

**B. THEMES AND CONCEPTS: Teacher may initiate discussion from the areas listed below contingent upon learner interest and initiation.**

**IV. THE FUN STUFF:**

**The following activities may be used at any point during this unit.**

We encourage you to develop activities and projects to integrate other Curriculum Frameworks.

**Curriculum Frameworks  
U.S. History Through Feature Films  
Instructor Feedback Form**

Name of Film: \_\_\_\_\_

Name of Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Your feedback is valuable as we revise our curriculum guide.

Logistics: Please comment on the following areas:

1. Class Sizes: Day 1: \_\_\_\_\_ Day 2: \_\_\_\_\_ Day 3: \_\_\_\_\_ Day 4: \_\_\_\_\_ Day 5: \_\_\_\_\_

2. Viewing Room: \_\_\_\_\_

3. Other: \_\_\_\_\_

**The Film**

A. Please respond to questions about the curriculum unit:

1. How do you rate this film as part of the U.S. History curriculum unit?

Was the topic appropriate?

What did you like/dislike about it?

How did your students respond to the film?

Should this film remain as part of the unit?

Are there other related films you would recommend for this topic?

2. Did the Frameworks team provide enough background information for you group? Did their presentation help or hinder the implementation of the film unit? How?
  
3. What could the team do to improve the presentation of this film?

### **The Activities**

B. Please respond to questions about the activities you completed:

1. What activities did you create to use with your class? Please attach any written materials you developed for inclusion in the curriculum guide!
  
2. Were the suggested activities in the unit appropriate for you group? Did you use any of the activities? Which ones? When did you use them (pre/post or in between segments)?
  
3. Did you have any other comments about this film, topic, activities?
  
4. Do you have any suggestions for the logistics or implementation of this unit?

Thank you for your input.

The Curriculum Frameworks Team

**Curriculum Frameworks Project  
U.S. History Through Feature Film  
Student Feedback Form**

1. How do you rate this film?

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Hated it \_\_\_\_\_

2. Why did you like or dislike the film?

3. What is one interesting fact you learned from this film?

4. What did you think of the activities you completed in class that relate to this film?

5. Do you have some suggestions for studying this topic?

Films:

Activities:

Comments: