



Hamburg Area School District

Course Guide

Name:	History vs. Hollywood
Grade(s):	9-12
Length:	Place an X next to the correct option
	Full-Year (180 Sessions)
X	Semester (90 Sessions)
	Quarter (45 Sessions)
	Other (Specify):
Text:	<p>Videos (potential movies are not limited to the following films)</p> <p>Movies about the <i>Fall of Antiquity</i> <i>Alexander, Ben-Hur, Clash of The Titans, Gladiator, Spartacus, 300</i></p> <p>Movies about the <i>Middle Ages</i> <i>A Man for All Seasons, Boj Na Kosovu, Brave heart, Elizabeth, Henry V, Henry The VIII And His SixWives, Joan Of Arc, Kingdom Of Heaven, Lion in the Winter, Monger, Richard III, The Crucible, The Other Boleyn Girl, The Name Of The Rose, 1492: Conquest of Paradise</i></p> <p>Movies about the 18th and 19th Centuries <i>Amadeus, Amistad, Dances with Wolves, Gettysburg, Glory, Gods and Generals, Gone with the Wind, Master and Commander: The Far Side of the World, Mutiny on the Bounty, The Alamo, The King and I, The Last Samurai, The Patriot, Tombstone, John Adams</i></p> <p>Movies about the Early 20th Century <i>A Thin Red Line, Anastasia, Animal Crackers, Citizen Kane, Enemy at The Gates, Evita, Flags Of Our Fathers, Gandhi, Grapes of Wrath, It's A Wonderful Life, Patton, Pearl Harbor, Saving Private Ryan, Schindler's List, The Boy In Striped Pyjamas, The Bridge Over The River Kwai, The Longest Day, The Lost Battalion, The Flowers of War, The Wizard of Oz, Tora Tora Tora, Valkyrie, Windtalkers</i></p> <p>Movies about the Late 20th Century <i>All The President's Men, Behind Enemy Lines, Blood Diamond, Charlie Wilson's War, Frost/Nixon, Hotel Rwanda, JFK, Mississippi's Burning, National Treasure series, Quiz Show, The Killing Fields, The Right Stuff, Thirteen Days, We Were Soldiers, World Trade Center</i></p>

Date Approved or Updated:	2020-2021
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Description: This course will provide students with an overview of World History as presented through film. It will include an examination of the events depicted in movies before, during and after viewing the work. Analysis of historical accuracy, artistic motives, and overall contribution to the understanding of historical events will be included in the coursework.

**Hamburg Area School District
Course Plan
Social Studies**

Course Name: History vs. Hollywood

Unit: Introduction to Film and Course

Time Line: 1 Cycle

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors	
<p>Introduction to course and why we study historically based films.</p> <p>Introduction of course's Overarching Questions.</p> <p>Overview of "DAILY" Journal/Blackboard</p>	<p>Identify reasons for taking course.</p> <p>Identify reasons for studying historically based films.</p> <p>Understand the Overarching Questions and how they apply to the course.</p>		
<p>How should the Overarching Questions be used in comparing scenes from two films from the 1930s (Animal Crackers and Citizen Kane)?</p> <p>What were each film's (A.C./C.K.) purposes to the viewing audience.</p>	<p>Understanding the purposes of why films are made.</p> <ul style="list-style-type: none"> Entertainment, Political Commentary, Social Commentary and Combination 	<p>7.1.12. B</p> <p>7.2.12. B</p> <p>7.3.12. A</p> <p>7.3.12. B</p> <p>7.3.12. C</p> <p>8.1.12. B</p>	<p>7.3.12. D</p> <p>7.3.12. E</p> <p>7.4.12. A</p> <p>7.4.12. B</p> <p>8.1.12. C</p> <p>8.1.12. D</p>
<p>What is film "propaganda?"</p> <p>What does "based on a true story" actually mean?</p> <p>Why are books made into motion pictures and how many great movies have come from great books?</p>	<p>Where is propaganda found in film?</p> <p>Where is propaganda found today?</p> <p>Review newspaper/On-line reviews of films (critics)</p>		
<p>What is meant by "bias" by an audience?</p> <p>How has technology changes similar films like Clash of the Titans: 1981/2010?</p> <p>What impact does colorization of old films (Gone with the Wind) add or subtract from a film?</p>	<p>Understand how are audiences biased by a film either before or after watching?</p> <p>How does technology add or subtract to a film?</p> <p>Using primary/secondary sources to determine history vs. what is depicted in the film</p>		

**Hamburg Area School District
Course Plan
Social Studies**

Course Name: History vs. Hollywood

Unit: Fall of Antiquity (284-700 A.D.)

Time Line: 2.5 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Individual Current Event Presentations	Select a contemporary film and present information as a movie critic. Write a newspaper review as a critic.	
View movie from the Fall of Antiquity time period. (i.e.- Gladiator) Overarching Questions implementation.	Identify various events from the film to reference against historical research. View primary documents and internet sites on events. Library Research Day.	5.1.12. C 5.1.12. J 5.2.12. A 5.2.12. B 5.2.12. C 5.2.12. E 5.3.12. G 5.3.12. K 7.1.12. B 7.3.12. A 8.1.12. A 8.1.12. B 8.1.12. C 8.1.12. D
What are the sources needed to be used in developing a character in a historically based film?	Discuss general events from film to factual events in history. How to use different sources. Gather, analyze, and reconcile information from primary and secondary source to establish position on events.	5.1.12. C 5.1.12. J 5.2.12. A 5.2.12. B 5.2.12. C 5.2.12. E 5.3.12. G 5.3.12. K 7.1.12. B 7.3.12. A 8.1.12. A 8.1.12. B 8.1.12. C 8.1.12. D
What historical events have had the greatest ability to shape the modern world.	Understand how historical events from the Antiquity time period happened using various multimedia technologies. Analyze how historical events shape the modern world.	8.1.12. A 8.1.12. B 8.1.12. C 8.1.12. D

Hamburg Area School District
Course Plan
Social Studies

Course Name: History vs. Hollywood

Unit: Middle Ages

Time Line: 2.5 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors	
Individual PowerPoint Presentations	<p>Select a historically based film not being shown in the course for a PowerPoint presentation.</p> <p>Write two-page paper to outline presentation.</p>	<p>8.1.12. A 8.1.12. C 8.1.12. D 8.4.12. A 8.4.12. C</p>	<p>8.1.12. B 8.4.12. B 8.4.12. D</p>
<p>View movie from the Middle Ages time period. (i.e.- 1492: Conquest of Paradise)</p> <p>Overarching Questions implementation.</p>	<p>Identify various events from the film to reference against historical research.</p> <p>View primary documents and internet sites on events.</p>		
<p>How were historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss the teaching of as event to different age groups?</p> <p>What research can be used to identify the main character of the film to the actual individual used as a model for that character.</p>	<p>Analyze the biases of an individual or event before viewing a movie and then the view of the audience after viewing a movie. (Christopher Columbus)</p> <p>Write a comparative essay on the individual about myth versus fact.</p> <p>Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss the teaching of as event to different age groups.</p> <p>Basic overview of the role of religion in society.</p>	<p>8.1.12. A 8.1.12. C 8.1.12. D 8.4.12. A 8.4.12. C</p>	<p>8.1.12. B 8.4.12. B 8.4.12. D</p>

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Social Studies**

Course Name: History vs. Hollywood

Unit: Middle Ages

Time Line: 2.5 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors	
What are the current issues, events, or themes of today and trace their evolution through historical periods? (i.e. immigration into the US)	Compare an original film to a remake.	8.1.12. A 8.1.12. C 8.4.12. A 8.4.12. C 7.1.12. B	8.1.12. B 8.1.12. D 8.4.12. B 8.4.12. D 7.2.12. C

Hamburg Area School District
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Social Studies

Course Name: History vs. Hollywood

Unit: 18th Century

Time Line: 2.5 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors	
Protest Project/Paper (Group)	<p>Select a contemporary issue to protest and follow the non-violent practices of colonial Americans.</p> <p>Identify ways that protest to action in colonial times and compare them to protest actions of today.</p>	<p>8.1.12. A 8.1.12. C 8.1.12. D</p> <p>8.4.12. A 8.4.12. C</p>	<p>8.1.12. B 8.4.12. B 8.4.12. D</p>
<p>View movie from the 18th Century time period. (i.e.- The Patriot)</p> <p>Overarching Questions implementation.</p>	<p>Investigate the movie's main character from the actual person the lead character is based on.</p> <p>Discuss need to change character for movie from an actual person to a fictional character.</p> <p>Virtual Internet Tour of movie production/film.</p>	<p>8.1.12. A 8.1.12. C</p>	<p>8.1.12. B 8.1.12. D</p>
How do individuals express their commitment to a cause leads individuals and government to protect rights?	Analyze the Bill of Rights and the impact that colonial history prior to the document's establishment has in today's society.	<p>5.1.12. B 5.1.12. J 5.2.12. A 8.4.12. A 8.4.12. C</p>	<p>5.1.12. C 5.1.12. M 8.4.12. B 8.4.12. D</p>
What actions do political activist groups use in their approach to change government policy or social more- ways?	Identify various activist groups and their actions to bring about change in government and in social awareness.	<p>8.1.12. A 8.1.12. C 8.4.12. A 8.4.12. C 7.1.12. B</p>	<p>8.1.12. B 8.1.12. D 8.4.12. B 8.4.12. D 7.2.12. C</p>

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Course Name: History vs. Hollywood

Unit: 19th Century

Time Line: 2.5 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors	
Class-wide Slave Debate set in 1860 What issues were debated between Abraham Lincoln and Steven Douglas in Missouri slave debates in 1858?	Students will need to understand that they have to identify a differing position and point of view and respect the right of difference. Apply the US Constitution and the Amendments against individuals' rights and the rights of the greater population.	8.1.12. A 8.1.12. C 5.1.12. A 5.1.12. C 5.2.12. E 5.3.12. A	8.1.12. B 8.1.12. D 5.2.12. F
View movie from the 19 th Century time period. (i.e.- Glory) Overarching Questions implementation.	Identify the various positions and practices that enlisted soldiers had during the Civil War had on slavery and African Americans. View virtual internet tour of historical locations surrounding a major historical event from the film.	8.1.12. A 8.1.12. C	8.1.12. B 8.1.12. D
How have people committed various forms of genocide and compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation?	Compare and contrast the enslavement of Africans and the practices of the Antebellum South to the mass genocides of Rwanda and Darfur.	8.1.12. A 8.1.12. C 8.4.12. A 8.4.12. C 7.1.12. B	8.1.12. B 8.1.12. D 8.4.12. B 8.4.12. D 7.2.12. C
What are the ways that slavery and other forms of coerced labor have impacted future generations of those people in today's society and how government has implemented laws to help promote that group's interest. (African Americans and women)	View the civil unrest in Africa, Central America, and South America and what impact European imperialization has had on those countries and what the long-term effects are in the people of those areas. Analyze and compare the ways that slavery and other forms of coerced labor have impacted future generations of those people in today's society and how government has implemented laws to help promote that group's interest. (African Americans and women)	8.1.12. A 8.1.12. C 8.4.12. A 8.4.12. C 7.1.12. B	8.1.12. B 8.1.12. D 8.4.12. B 8.4.12. D 7.2.12. C

Hamburg Area School District
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Course Name: History vs. Hollywood

Unit: Early 20th Century

Time Line: 2.5 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors	
<p>Stock Market Tracking and Earning Project</p> <p>Current events article on a issue from the financial section of a newspaper.</p>	<p>View the circumstances that lead to the stock market collapse of 1929 and the financial crash in the USA in the early 2000s.</p> <p>Students will select 3 stocks to monitor over the course of the Unit to see how well they “played” the market.</p>	<p>8.1.12. A 8.1.12. B</p> <p>8.1.12. C 8.1.12. D</p> <p>6.1.12. A 6.2.12. A</p> <p>6.1.12. B 6.2.12. B</p> <p>6.1.12. C 6.2.12. C</p>	
<p>View movie from the Early 20th Century time period. (i.e.- Grapes of Wrath/It’s A Wonderful Life)</p> <p>Overarching Questions implementation.</p>	<p>Identify the different ways people survived during the Great Depression.</p> <p>Identify and define margins, loans, and bank runs.</p> <p>List how people supported themselves and their families during the Great Depression.</p>	<p>8.1.12. A 8.1.12. B</p> <p>8.1.12. C 8.1.12. D</p>	
<p>What are the different stock markets around the world and understand the different types of markets in the USA? (DOW JONES, NASDAQ, S&P 500, etc.)</p>	<p>Identify the symbols and language of the stock market.</p> <p>Identify the value of the US Dollar against foreign currency.</p> <p>Identify the price of Oil and the value of Gold in the volatile market place.</p>	<p>6.1.12. A 6.2.12. A</p> <p>6.1.12. B 6.2.12. B</p> <p>6.1.12. C 6.2.12. C</p>	
<p>Current Events PowerPoint presentations on the current financial situation or issues of the USA.</p>	<p>Analyze the presentations and discuss the information presented.</p> <p>Identify the role that movies played in the lives of people during the Great Depression.</p>	<p>6.1.12. A 6.2.12. A</p> <p>6.1.12. B 6.2.12. B</p> <p>6.1.12. C 6.2.12. C</p> <p>8.4.12. A 8.4.12. B</p>	

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Course Name: History vs. Hollywood

Unit: Late 20th Century

Time Line: 2.5 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors	
How does the US Constitution provide and utilize the “checks and balances” found in the US Constitution?	Understand Articles 1, 2, and 3 of the US Constitution and compare it to ways that it is presented in films.	8.1.12. A 8.1.12. C 5.1.12. A 5.1.12. C 5.2.12. E 5.3.12. A	8.1.12. B 8.1.12. D 5.2.12. F
View movie from the Late 20 th Century time period. (i.e.- All The President’s Men) Overarching Questions implementation.	Identify the points made in the movie about the wrong doings of President Nixon and the Watergate scandal.	8.1.12. A 8.1.12. C	8.1.12. B 8.1.12. D
What was the factual information surrounding the Watergate scandal and break-in?	Compare and contrast the media accounts of the scandal (Woodward and Bernstein- Washington Post) printed in the newspaper to the information presented in the film.	8.1.12. A 8.1.12. C 8.4.12. A 8.4.12. C 7.1.12. B	8.1.12. B 8.1.12. D 8.4.12. B 8.4.12. D 7.2.12. C
How does the information presented in interview scenes from “Frost/Nixon” compare to the information found in the media?	Research and explain the major points of the US Supreme Court case, United States v. Nixon , 418 U.S. 683 (1974). Analyze and compare interview scenes from “Frost/Nixon” to the information found in the media.	8.1.12. A 8.1.12. C 8.4.12. A 8.4.12. C 7.1.12. B	8.1.12. B 8.1.12. D 8.4.12. B 8.4.12. D 7.2.12. C

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Course Plan
Social Studies**

Course Name: History vs. Hollywood

Unit: Student Film Production

Time Line: 2 Cycles

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
Historical Film Scene Recreation Project.	To recreate and present a video/movie scene from one f the films viewed or discussed during the course. To view and critique presentations on the historical merit.	8.4.12. A 8.4.12. B 8.4.12. C 8.4.12. D
What ways do films influence a society and the impact that films have on people>	Identify the ways that people are directed as a result of watching a film. Understand how a movie can direct a cause or belief.	8.4.12. A 8.4.12. B 8.4.12. C 8.4.12. D
What makes a historical film worthy to be seen?	Research and Identify the top 10 films that are based on historical events and or people. Explain why certain films make the best films list.	8.4.12. A 8.4.12. B 8.4.12. C 8.4.12. D
Why do people make films about historical events and people?	Explain the value to the audience in viewing historical based movies. Identify the value of movies in today’s society.	8.4.12. A 8.4.12. B 8.4.12. C 8.4.12. D