



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Okanagan Skaha	School District 67
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School Name: Princess Margaret Secondary School	Principal's Name: Roger Wiebe
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: History Through Film	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Social Studies 10

Special Training, Facilities or Equipment Required:

Projector, Films, DVD player, Quality Speakers, Streaming Video Services if necessary, DVD resources

Course Synopsis:

History Through Film is intended to compliment and supplement academic History 12. It may also serve to introduce pupils to significant events and figures of the 20th century. As an elective, students choose to take the course, which parallels concepts and big ideas present in History 12. However, students will investigate events, people and major concepts through a variety of media, academic journal articles, documentaries, historical documents, and we will rely heavily on film and television. History Through Film will provide students with an opportunity to gain an understanding of the events that shaped the 20th century; moreover, pupils will develop critical and creative thinking skills while they analyse films for cultural bias and filmmaking's interpretive lens of historical

events. Students will reveal their developing knowledge and awareness of historical events as well as display growing media literacy through a variety of assignments.

Goals and Rationale:

Through the course, students will develop an understanding of key people, major events, philosophies, movements and paradigms that have shaped the world during the 20th century, including: World War I; The development and spread of Communism; The Roaring 20s; The Great Depression; The Rise of Fascism; African de-colonization; Non-Violent Peace Movements; World War II (European Theatre; Pacific Theatre; The Home Front; the Holocaust); Cultural History; The Korean War; The Vietnam War; The Cold War; Iranian Revolution, and Post-Cold War African Conflicts.

Using this content, we will:

- A. Develop an understanding of how art reflects the society in which it was created
- B. Analyze how American cultural bias is projected in popular contemporary films
- C. Develop media literacy skills
- D. Assess the role the media lays in shaping one's knowledge of world events and historical eras
- E. Analyse world events using both written and media interpretations
- F. Analyse the content of the representation of historical events for accuracy
- G. Examine the concept of "Perspective" including viewing multiple perspectives on an event; and in terms of seeing History through the perspective of a filmmaker.

Aboriginal Worldviews and Perspectives:

Certain facets of the First People's Principles of Learning relate directly to History Through Film. The following excerpts of the Principles are imbedded in the course:

1. Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
2. Learning involves recognizing the consequences of one's actions
3. Learning is embedded in memory, history and story.
4. Learning involves exploration of one's identity

History Through Film also uses aboriginal stories and content with an emphasis on Indigenous involvement in both wars. We also aim to examine Aboriginal peoples from a variety of countries and their contributions to History within their own boundaries and on a global scale.

BIG IDEAS

Our understanding of events are shaped through media

Perspectives are important in understanding History

Historical events are complex and develop from previous events

Philosophical differences can cause major conflict

Nationalism is a force that can divide and unite.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> -Determine bias and its impact on a piece of performing art -Learn to discuss in a meaningful and intellectual manner -Demonstrate leadership in discussion settings -Express understanding on digital forums such as blogs and websites -Express understanding through discussions in person and online -Express understanding on traditional pen and paper forums <p>Identify a variety of perspectives on a historical event</p> <p>Identify and explain the impact of bias (cultural, cinematographic, western, independent film)</p> <p>Make judgments about the accuracy and reliability of a film’s narrative based on historical understanding</p> <p>Use the facets of Historical Thinking to fully interact with History.</p> <ul style="list-style-type: none"> • Establish <i>historical significance</i> • Use <i>primary source evidence</i> • Identify <i>continuity and change</i> • Analyze <i>cause and consequence</i> • Take <i>historical perspectives</i>, and • Understand the <i>ethical dimension</i> of historical interpretations. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -Key cinema vocabulary (setting, cinematography, lighting, locations, sets, editing). -The impact of Nationalism on the creation of conflicts -Major conflicts and their causes/consequences (WW1, WW2, Korean War, Vietnam War; Cold War; Rwandan Genocide, Somalian Conflict; Iranian Revolution) -Major philosophies underlying the 20th century (communism, conservatism, liberalism, anarchism, fascism, monarchy) -Non-violent peace movements and their underlying philosophies and impacts. -Different types of history: Social, Political, Economic, Religious, Military, Governmental

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Big Ideas – Elaborations

Curricular Competencies – Elaborations

Key Skills, Key Questions, Sample Activities

* Determine bias and its impact on a piece of performing art

Key Skills:

- Learn and demonstrate an understanding of types of bias
- Be able to identify bias
- Explain the significance of bias of the filmmaker and of different audiences
- Assess how bias can be a significant factor in determining the reliability of a source

Key Questions:

- What is Bias? What are types of bias?
- On a continuum, how biased is a film, Primary Source or Secondary Source?
- What is the impact of bias on historical accuracy?

*Learn to communicate in a meaningful and intellectual manner

Key Skills:

- Learn to discuss orally in a meaningful, clear and detailed manner
- Communicate understanding in a variety of ways through a variety of mediums (Blog, Discussion, Film Review, Position Paper, Animation, Digital format, Web page; Video response, VLOG, etc)
- Demonstrate self-directed Literature Circle discussion skills.

Sample Activities:

- Use a blog to discuss a film, documentary or historical source of evidence; comment on other student blogs to broaden and deep student understanding.
- Engage in Literature/Information Circle style discussions about the form and content of a film or other historical source of evidence.
- Express understanding on digital forums such as blogs and websites
- Express understanding through discussions in person and online
- Express understanding on traditional pen and paper forums

***Identify a variety of perspectives on a historical event**

- Examine multiple sources, types of sources and perspectives on a Historical event or concept/belief/philosophy
- View films that examine two competing groups during a conflict (Ie: Triple Entente side in WW1 and Triple Alliance Side in WW1)
- Examine Primary and Secondary Academic Sources and relate them to the Secondary Source Non-Fiction or Fictional Film Depiction
- Examine Primary Source interviews with Veterans of Conflicts
- Examine Primary Sources from a time period being studied (Art, Newspaper articles, film interviews, written interviews, video footage) and compare with Secondary sources to determine bias, reliability and accuracy.
- Examine opposing viewpoints on an event/phenomena to gain a balanced viewpoint
- Students will justify historical conclusions that they have drawn based on research and fact

***Identify and explain the impact of bias (cultural, cinematographic, western, independent film)**

- Learn types of bias and identify bias primary and secondary sources.
- Identify film-makers bias and relate to reliability and historical accuracy
- Identify bias inherent in structure of a film (camera angles, content, locations, choice of actors, sound, cinematography, representations of minorities, etc)
- Identify differences in Hollywood Films and Independent films in terms of bias.

***Make judgments about the accuracy and reliability of a film's narrative based on historical understanding**

- Use Historical knowledge and research to assess accuracy and reliability of a film.
- Use Historical knowledge and research to assess accuracy and reliability of any historical document.

Use the facets of Historical Thinking to fully interact with History. (Taken From Peter Seixas' Work)

- Establish *historical significance*
- Use *primary source evidence*
- Identify *continuity and change*
- Analyze *cause and consequence*
- Take *historical perspectives*, and
- Understand the *ethical dimension* of historical interpretations.

Content – Elaborations

-Key cinema vocabulary

Sample Topics

- Setting, Sets, and Location
- Cinematography
- Lighting
- Editing
- Sound, Musical Score, Foley

-The impact of Nationalism on the creation of conflicts

Sample Topics

- German Nationalism
- British Jingoism
- European Empire Building
- Indian Nationalism (Hinduism, Sikhism, Islam)
- American Hegemony; Cultural Imperialism (USA)
- Naziism
- Emergent African Nationalism in the post-colonial era
- Asian Nationalism as a response to Western involvement in their affairs

-Major conflicts and their causes/consequences

Sample Topics

Content – Elaborations

- WW1
- Russian Revolution
- WW2
- Korean War
- Vietnam War;
- Cold War
- Rwandan Genocide,
- Somalian Conflict
- Iranian Revolution

-Major philosophies underlying the 20th century

Sample Topics

- Communism
- Conservatism
- Liberalism
- Anarchism
- Fascism
- Monarchy
- Existentialism

-Non-violent peace movements and their underlying philosophies and impacts.

Sample Topics

- Gandhi; Satyagraha
- Martin Luther King Jr – Civil Rights in America
- Passive-Resistance: Mennonites; Desmond Doss; Environmental Protests

-Different types of history

Sample Topics

- Social – Women’s Rights Movements, Workers Movement, Lives of Every day people on the Homefront; Lives of Colonized Peoples

Content – Elaborations

- Political – Rise of Nationalism; Rise of Dictators,
- Economic – The 1920s and 1930s, Capitalism; Communism as an Economic System
- Religious – Iranian Revolution, Impact of Christianity / Islam / Buddhism / Judaism / Atheism and other religions on History.
- Military – Conflicts, weaponry, espionage, tactics and technology relating to Conflict
- Governmental – Decisions of governments across history

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

History Through Film involves numerous, varied and differentiated forms of assessment, which incorporate technology, student voice and educational “best practice.” Assessment evolves in the class and is meant to meet the needs of students who are continuously growing through the use of assessment for learning and assessment as learning.

All assessment in class is formative; students can re-do any assignment at any time taking into account teacher feedback along the way and after submission. Students also receive peer feedback and conduct self-assessments.

Below are the Principles of Quality Assessment. Under each tenet is how History Through Film addresses each component.

1. Is fair, transparent, meaningful and responsive to all learners

-The class uses class-created criterion referenced grading with a low floor and a high ceiling. Students know the criteria before starting the assignment and must always self or peer assess prior to submission for teacher grading and feedback. Material is scaffold and accessible and students have no limits to how in depth they can respond to the variety of assignments.

2. Focuses on all three components of the curriculum model – knowing, doing, understanding

-Students demonstrate learning from each level of Blooms Taxonomy. From an understanding of rich factual content to authentic tasks like Film Critiques and online Blogs where students take on the role of film reviewers, to synthesis writes/vlogs, students know, do and understand.

3. Provides ongoing descriptive feedback to students

-Students justify their grades on every assignment and select the level to which they have fulfilled criteria. The teacher then provides feedback and engages in a written or verbal dialogue with student about their self-assessment. If teacher and student disagree on the grade awarded, a constructive meeting occurs where students educate the teacher or the teacher provides options to improve the grade.

-Students also receive feedback from their peers on their blogs. As a result, instead of just teacher feedback, students are receiving suggestions for improvement from many sources.

4. Is ongoing, timely, specific, and embedded in day to day instruction

-Lessons, activities, films and discussions are meant to assist students with their growth and seek to ensure students improve on each successive assignment.

-Assignments are often instantly provided with feedback during our online discussions/blogs from their students and teacher provides feedback with a couple of days.

5. Provides varied and multiple opportunities for learners to demonstrate their learning

-Student learning is highly differentiated with many options for displaying their knowledge.

-Assignments include: Large group discussions, Small group discussions, blogs, vlogs, artistic options, film critiques, traditional pen and paper assignments, debates, response questions, skits, films, etc.

-Students are always allowed to self-advocate to display their learning in a way that will showcase their talents and abilities.

6. Involves student in their learning

-Student voice and choice are cornerstones of the course.

-Students choose many of the film options and the formats where they show their learning

-Students provide feedback to the teacher about how to improve the material, content, form and structure of the class to ensure the learning environment satisfies every level of Maslow's Hierarchy of needs.

-Students provide a mid-term evaluation to the teacher about how to improve the course.

7. Promotes development of student self-assessment and goal setting for next steps in learning

-Students begin with a self-assessment on every assignment. Students also design the rubrics and construct them so that they are responsible for criteria and setting grade-appropriate and challenging expectations. At the bottom of every rubric is a mandatory section where students self-reflect on their grade, performance and criteria and MUST explain the steps they plan on taking to improve next assignment/discussion, etc.

8. Allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning

-The class offers a variety of types of assessment that cover many Curricular Competencies and are intended to measure the broad range of abilities that a student has. There are enough assignments to determine trends in a students learning and they focus on development as a learner.

9. Communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

-We do this through a variety of means from interim reports, to informal conversations to formal reports.

-The teacher maintains a website to provide 24-7, 365 day per years contact with parents should they wish to see a window into the course.

Learning Resources:

Below is a list of possible Video learning resources. Not every film is show. Dependant on class composition, interest and discovery/addition of films, the list is subject to change and alteration on a yearly basis. Only films that have an educational license are displayed in their entirety. At times youtube video clips of famous scenes from the videos below are shown when a performance license is not available to demonstrate a key learning or to provide synthesis / comparison with another video being viewed.

<i>World War I</i>	All Quiet on the Western Front; Passchendaele; Gallipoli; The Red Baron, War Horse, WW1 From Above
<i>The Great Depression/ Prohibition</i>	The Grapes of Wrath; Bonnie and Clyde; Cinderella Man O Brother Where Art Thou; The Untouchables; The Godfather; Citizen Kane
<i>World War II</i>	Swing Kids; Storming Juno; Saving Private Ryan; Das Boot; Downfall Memphis Belle; Finest Hour; Monuments Men, Fury; Hacksaw Ridge Fat Man Little Boy; The Imitation Game; Hiroshima, Dunkirk; Red Tails, Race, Enemy at the Gates; Unbroken, Letters From Iwo Jima
<i>The Holocaust</i>	Schindler's List, The Boy in the Striped Pajamas, Book Thief, Son of Saul; Naked Among Wolves; The Grey Zone
<i>The Korean War</i>	M*A*S*H
<i>Civil Rights/The Sixties</i>	Gandhi; Malcolm X; Mississippi Burning; Across the Universe; Selma; Forrest Gump; Eight Days a Week
<i>Vietnam War</i>	Apocalypse Now; The Deer Hunter; Platoon, Good Morning Vietnam
<i>The Cuban Missile Crisis</i>	Thirteen Days

<i>The Space Race</i>	Apollo Thirteen
<i>911</i>	United 93; World Trade Center
<i>The Middle East</i>	Argo; Jarhead; The Hurt Locker; Hell and Back Again; Zero Dark Thirty
Africa	Hotel Rwanda; Blood Diamonds; Black Hawk Down

The course will also be complimented with Biography films, youtube videos, Crash Course in History Videos (John Green), Excerpts from Novels, Primary Source Documents (Video, Diary Entries, Journals, Interviews, Photography, Eye Witness Accounts, News Stories, etc) and Academic Secondary Sources (Textbooks, Biographies, Academic Journals, Novels, Guest Speakers like University Specialists and Professors)

Additional Information:

Due to the graphic and violent nature of History in general and of 20th Century History in particular, a parent permission form is required to view the films and to study the content of the course. While every effort is made to remove gratuitous and unnecessary violence, nudity, language and sexuality from the films and sources we study, important historical content will not be censored. For instance, when viewing Hotel Rwanda we view an interview with UN General Romeo Dallaire who discusses his PTSD resulting from viewing Rape and Murder during the Rwandan Genocide. This is significant to understanding history, and to preventing evil from occurring in the future. Some students and parents may find this offensive and must be prepared for course content which is unsettling.

Students will always have an option to leave class or will be offered alternative viewing options if they do not wish to see certain material. The teacher will provide warning about graphic content prior to each film. Parental discretion is always advised and their communication with teacher is welcomed and appreciated.