

# Course Overview History Through Film

Content Area: **History**  
Course(s):  
Time Period: **Full Year**  
Length: **35 weeks**  
Status: **Published**

## **School Mission Statement**

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The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21<sup>st</sup> century.

**Artistic integration:** Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

**Technological integration:** Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

*"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21<sup>st</sup> century."*

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

## **School Goals**

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### **Goals for Arts Education:**

**Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.**

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

**Goal for Technology:**

**Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.**

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

**Goals for Academic Achievement:**

**Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.**

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

**Course Description**

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<b>Course Title:</b>	History Through Film
<b>Department:</b>	History
<b>Prerequisite:</b>	U.S. I & U.S. II
<b>Number of Credits:</b>	5
<b>Grade Level(s):</b>	11-12

<b>Standards:</b>	Aligned to New Jersey Student Learning Standards for High School Social Studies and Visual and Performing Arts
<b>Description of Course</b>	This course will examine 20th Century American History using an interdisciplinary and critical thinking approach. This approach requires students to engage with various art forms by: analysis of symbolism, the use of inference, interpretation of primary and secondary source materials, both written and visual, in order to understand that the arts both reflect and contribute to the society during and after the time periods studied. The class begins with a chronological approach that studies the origins of the art form of film, including both the technical and philosophical developments and continues with a thematic approach that studies the following: Are Greed & Corruption Destroying Society, Man versus Machine—Master Becomes Slave, Slave Becomes Master, and closing with The Counter Culture and Commercial Films: Pop Culture and Big Box Office. Class discussion, online discussion threads, tests and quizzes and written research reports are the major assessment components of this course.

### Overview & Pacing

Unit #	Major Content	Expected Time
Unit 1: Introduction From Novelty to Art Form (1870—1920)	<p>A. Introduction From Novelty to Art Form (1870—1920)</p> <ul style="list-style-type: none"> <li>I. Eadweard Muybridge who started it all</li> <li>II. Thomas Edison and the Kinetoscope</li> <li>III. The Lumière Brothers</li> <li>IV. The magic of Méliès</li> <li>V. Edwin S. Porter and The Great Train Robbery</li> <li>VI. other examples of early films from various artists <ul style="list-style-type: none"> <li>1. Assessments &amp; activities <ul style="list-style-type: none"> <li>a. Class discussion</li> <li>b. Homework: assigned readings</li> <li>c. Discussion thread assignment #1</li> </ul> </li> </ul> </li> </ul>	2 weeks

<p>Unit 2: German Expressionism (1920-1927)</p>	<p>B. German Expressionism (1920-1927)</p> <ul style="list-style-type: none"> <li>I. The Cabinet of Dr. Caligari</li> <li>II. Nosferatu</li> <li>III. Metropolis</li> </ul> <p>1. Assessments &amp; activities</p> <ul style="list-style-type: none"> <li>a. Class discussion</li> <li>b. Homework: Assigned readings</li> <li>c. Discussion thread assignment #2</li> <li>d. German Expressionism Assessment</li> </ul>	<p>3 weeks</p>
<p>Unit 3: The Silent Era (1913-1938)</p>	<p>C. The Silent Era (1913-1938)</p> <ul style="list-style-type: none"> <li>I. Chaplin</li> <li>II. The Kid</li> <li>III. City Lights</li> <li>IV. Modern Times</li> </ul> <p>1. Assessments &amp; activities</p> <ul style="list-style-type: none"> <li>a. Class discussion</li> <li>b. Homework: Chaplin reading packet</li> <li>c. Discussion thread assignment #3</li> <li>d. Chaplin Assessment</li> </ul>	<p>4 weeks</p>
<p>Unit 4: The 20s and 30s in cinema: The Roaring 20's and the Great Depression.</p>	<p>D. The 20s and 30s in cinema: The Roaring 20's and the Great Depression.</p> <ul style="list-style-type: none"> <li>I. You Can't Take it With You</li> <li>II. My Man Godfrey</li> <li>III. Ninotchka</li> <li>IV. I'm a Fugitive from a Chain Gang</li> </ul>	<p>4 weeks</p>

	<p>1. Assessments &amp; activities</p> <p>a. Class discussion</p> <p>b. Homework: Assigned Readings</p> <p>c. Discussion thread assignment #4</p> <p>d. 20s and 30s Assessment</p>	
Unit 5: The 1940s in Cinema: The War Years	<p>E. The 1940s in Cinema: The War Years</p> <p>I. The Great Dictator</p> <p>II. Casablanca</p> <p>III. Lifeboat</p> <p>IV. The Boy with Green Hair</p> <p>V. The Fountainhead</p> <p>1. Assessments &amp; activities</p> <p>a. Class discussion</p> <p>b. Homework: Assigned Readings</p> <p>c. Discussion thread assignment #5</p> <p>d. The War Years Assessment</p>	5 weeks
Unit 6: The 1950s in Cinema: The Cold War	<p>F. The 1950s in Cinema: The Cold War</p> <p>I. The Day the Earth Stood Still</p> <p>II. Dr. Strangelove</p> <p>III. Invasion of the Body Snatchers</p> <p>1. Assessments &amp; activities</p> <p>a. Class discussion</p>	4 weeks

	<ul style="list-style-type: none"> <li>b. Homework: Assigned Readings</li> <li>c. Discussion thread assignment #6</li> <li>d. The Cold War assessment</li> </ul>	
Midterm	<p>G. Mid term</p> <p style="text-align: center;">I. Monsieur Verdoux</p> <p>Artists will write an essay addressing specific questions in the analysis of the film Monsieur Verdoux applying skills learned to this point in how to be an engaged viewer of films.</p>	
Unit 7: Theme 1: Man versus machine Master becomes slave, slave becomes master	<p>H. Theme 1: Man versus machine—Master becomes slave, slave becomes master</p> <ul style="list-style-type: none"> <li>I. I Robot</li> <li>II. 2001 A Space Odyssey</li> <li>III. 2010 The Year we Make Contact</li> <li>IV. Forbidden Planet</li> <li>V. Colossus-The Forbin Project</li> <li>VI. War Games</li> </ul> <p style="text-align: center;">1. Assessments &amp; activities</p> <ul style="list-style-type: none"> <li>a. Class discussion</li> <li>b. Discussion thread assignment #7</li> <li>c. Theme 1 assigned readings</li> <li>d. Theme 1 paper</li> </ul>	5 weeks
Unit 8: Theme 2: Man's Inhumanity to Man:  Are greed & corruption destroying society?	<p>I. Theme 2: Man's Inhumanity to Man: Are greed &amp; corruption destroying society?</p> <ul style="list-style-type: none"> <li>I. 12 Angry Men</li> <li>II. Mr. Roberts</li> </ul>	4 weeks

	<p>III. Chinatown</p> <ol style="list-style-type: none"> <li>1. Assessments &amp; activities <ol style="list-style-type: none"> <li>a. Class discussion</li> <li>b. Discussion thread assignment #8</li> <li>c. Theme 2 assigned readings</li> <li>d. Theme paper 2</li> </ol> </li> </ol>	
<p>Unit 9: Theme 3: The Counter Culture and Commercial Films: Pop Culture and Big Box Office</p>	<p>J. Theme 3: The Counter Culture and Commercial Films: Pop Culture and Big Box Office</p> <ol style="list-style-type: none"> <li>I. Easy Rider</li> <li>II. A Hard Days Night</li> <li>III. The Graduate</li> <li>IV. Planet of the Apes <ol style="list-style-type: none"> <li>1. Assessments &amp; activities <ol style="list-style-type: none"> <li>a. Class discussion</li> <li>b. Discussion thread assignment #9</li> <li>c. Theme 3 assigned readings</li> <li>d. Theme paper 3</li> </ol> </li> </ol> </li> </ol>	<p>4 weeks</p>
<p>Final</p>	<p>K. Final Exam:</p> <ol style="list-style-type: none"> <li>I. Inherit the Wind</li> <li>II. Artists will write an essay addressing specific questions in the analysis of the film Inherit the Wind</li> </ol> <p>applying skills learned to this point in how to be an engaged viewer of films.</p>	

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