

# Unit 9: Theme 3: The Counter Culture and Commercial Films: Pop Culture and Big Box Office

Content Area: **History**  
Course(s):  
Time Period:  
Length: **4 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Theme 3: The Counter Culture and Commercial Films: Pop Culture and Big Box Office

### Learning Objectives

- Artists will also see how Hollywood transformed and “normalized” many of the more radical aspects of the movement to make them more acceptable to the American public at large.
- Artists will understand some aspects of the “counter culture movement” of the 60s and 70s and how it was a backlash against the “Cold War” mentalities of the 1950s.

### Essential Skills

- Artists will understand the role, development, and influence of the arts throughout history and across cultures.

### Standards

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|----------------|---|
| VPA.1.2.12.A.1 | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.  |
| VPA.1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |

### Instructional Tasks/Activities

View and discuss:

- A Hard Days Night

- Easy Rider
- Planet of the Apes
- The Graduate

## **Assessment Procedure**

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- Class discussion
- Classroom Total Participation Technique
- Classwork
- DBQ
- Discussion thread assignment #9
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Theme 3 assigned readings
- Theme 3 research paper
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs

- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Special Education students receive modified quizzes and tests, extended time on assignments, clarification and repeated directions, and all other necessary IEP modifications.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers

- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Assigned readings
- Research paper assignment
- Various DVDs

