

United States History and Government
 Kailua High School
 Social Studies Requirement
 2021-2022
 Mr Wilson

<p>Historical Inquiry Benchmark SS. 10.2.2</p> <p>Sample Performance Assessment (SPA)</p>	<p>Determine the relevance of sources and assess their credibility</p> <p>Distinguishes information that is essential versus information that is incidental to research and examines the sources to determine their reliability based on the criteria of accuracy and bias.</p>
<p>Skills for Life and Work: Students develop skills and attributes that are critical to a person’s ability to successfully navigate the world in and out of school, at work, and at home: thinking and reasoning skills, skills for managing information</p>	<p>Thinking and Reasoning</p> <ul style="list-style-type: none"> ➤ Use efficient learning techniques to acquire and apply new knowledge and skills <p>Managing Resources</p> <p>Identify, organize, plan, and allocate time, material, facilities to accomplish a task</p>
<p>GLO#3: Complex thinker Demonstrate critical thinking</p>	<p>GLO#5: Effective Communicator Ability to communicate effectively</p>

Movie Analysis Rubric

Movie Citation Example: The Last Samurai. Warner Brothers. 2003.

ADVANCED (typed)	PROFICIENT (typed)	PARTIALLY PROFICIENT (typed)	NOVICE (typed)
Course heading is included	Course heading is included	Course heading is inaccurate	Course heading not included
Movie is correctly cited (<u>Title</u> . Company. Year. [see above])	Movie is correctly cited (<u>Title</u> . Company. Year. [see above])	Movie is incorrectly cited	Movie is not cited
Analysis includes a brief summary of the movie that includes main character or supporting character, plot, setting, and time period or Stage of History in which the movie takes place	Analysis includes a brief summary of the movie that includes main character or supporting character, plot, setting, and time period or Stage of History in which the movie takes place	Analysis includes a summary of the movie that excludes one or more of the following: main character or supporting character, plot, setting, and or Stage of History in which the movie takes place	Analysis includes a summary of the movie that is vague and does not include time period or Stage of History in which the movie takes place
Analysis includes description of the scene that has been chosen to present to the class	Analysis includes description of the scene that has been chosen to present to the class	Analysis excludes description of the scene that has been chosen to present to the class	N.A.
Analysis explains why the scene is important: it explains the plot; describes the main character; or brings the plot to its conclusion	Analysis does not explain why the scene is important.	N.A.	N.A.
Analysis begins with historical statement that indicates whether movie is based on	Analysis begins with historical statement that indicates whether movie is based on history or	Analysis begins with historical statement but omits whether movie is based on history or	Analysis begins with movie summary

history or fiction	fiction	fiction	
Analysis includes commentary about historical accuracy of the movie and provides resources.	Analysis includes commentary about historical accuracy of the movie but provides no resources.	Analysis includes commentary about movie's relation to history, but omits reference to accuracy of the movie	Analysis omits reference to history
Analysis explains that the movie is fictional and states where the story comes from: a book, a play, a short story, or a screen play and includes in what way the movie is different than the book, play, or short story on which it is based (this requires research)	Analysis explains that the movie is fictional and states where the story comes from: a book, a play, a short story, or a screen play but omits in what way the movie is different than the book, play, or short story on which it is based (has done minimal research)	Analysis expresses that the movie is fictional but does not state where the story comes from (has no research)	Analysis omits reference to fiction

ADVANCED	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Analysis includes the historical thread of the movie and explains what the movie tells us about history or U.S. History (has done extensive research)	Analysis includes the historical thread of the movie and "kind of" explains what the movie tells us about history or U.S. History (has done some research)	Analysis is uncertain about the historical thread of the movie and "kind of" explains how the movie relates to history or U.S. History (has no research)	Analysis omits reference to any historical thread
Analysis includes at least 3 of the Themes of U.S. History by integrating themes into analysis rather than simply listing themes that are in the movie	Analysis includes at least 2 of the Themes of U.S. History by integrating themes into analysis rather than simply listing themes that are in the movie	Analysis simply lists themes that are in the movie and does not integrate themes as part of analysis	Themes of History are muddled or omitted
Analysis includes in what ways the movie tells us about the present by explaining how the movie's thematic relevance can be seen in extant cultural, religious, political, social, economic, educational, environmental, scientific, technological, or militaristic practices	Analysis includes in what ways the movie tells us about the present by explaining how the movie's thematic relevance can be seen in extant cultural, religious, political, social, economic, educational, environmental, scientific, technological, or militaristic practices	Analysis "kind of" tells us how the movie relates to the present	Analysis "kind of" tells us about the movie but does not relate the movie to the present

United States History and Government
Kailua High School
Social Studies Requirement
2018-2019
Mr. Wilson

Movie Analysis

Almost to the point of replacing religious rituals, movie viewing is part of global society. The predominance of audio-visual messages, combined with the coming photonic revolution, will certainly recreate society in ways unimaginable. Our imaginations easily grasp the notion of holographic theme parks where we will stroll among dinosaurs or ancient Chinese Dynasties. However, what will come from unimaginable possibilities some historians envision “post” or “sub” human realities. Since the realm of the future belongs to the young as that which cannot be repaired or avoided, it is the role of teachers to prepare the young for possibilities unknown.

One way for this preparation is to critically examine the audio-visual world of movies. We will restrict the subject of the movies to history in general and United States History in particular. Examples of movies that are about history in general are 2001: A Space Odyssey and its sequel 2010. Other examples include Timeline, From Hell, Indiana Jones: Raiders of the Lost Ark, Time Bandits, Schindler’s List, Legend, The Great Dictator, Blade Runner, Blade Runner 2049, Free Jack, The Thirteenth Warrior, Lucy, Star Wars or Matrix.

Examples of movies that are about United States History in particular are Little Big Man, The Natural, The Contender, Wag the Dog, Apollo 13, The Right Stuff, The Last Samurai, The Godfather, Independence Day, The Distinguished Gentleman, Private Ryan, Head of State, Dave, Thirteen Days, The American President, Geronimo, The San Francisco Kid, The Patriot, Pearl Harbor, The Pelican Brief, Runaway Jury and Dances with Wolves, Hidden Figures.

Analyzing the Movie

Prior to beginning your analysis, you must tell me what movie you are considering.

1. Choose a movie that you understand because you have to summarize the story of the movie in front of class, and you have to tell the class what the movie tells us about history or US History by analyzing the movie for its thematic content. You will write out both the summary of the movie and your understanding of the movie as it relates to historical themes. (History in general will use the Five Themes for World History, and U.S. History will use the themes from U.S. History and Government.)
2. Select a scene from the movie that unfolds or brings to a climax the meaning/action/or plot of the movie. The test for the scene is to ask yourself: if the scene were left out, would the movie still make sense? If the answer is yes, do not choose that scene.
3. Describe in writing what happens in the scene that you have chosen and explain in writing how it relates to the story of the movie.
4. On the day of your presentation, you cannot rely on an Internet data base. You need your movie/movie scene on a DVD, flash drive, or streaming site that is accessible with the school Internet. You will que up your scene before your presentation. Practice your presentation at home. You will need to prepare a transition between your explanation of how the movie relates to history and the presentation of your scene.
5. Without reading, present to the class your summary of the movie, and explain to the class what the movie tells us about history/US History.
6. Briefly describe the scene that you have chosen.
7. Play the scene.

8. Lead the class in discussion about what your selected movie tells us about history/US History

Procedure:

Get approval of the movie. Write out citation of movie; summary of movie; historical relevance and historical themes; historical accuracy; scene description and how it relates to the movie.

Go to front of class. Load DVD or load streaming source.

Introduce yourself. (Hello, my name is Leonard Wilson and I am presenting the movie The Last Samurai.) Introduce movie and summarize it. Relate to the class what the movie tells us about history, the historical themes in the movie, the movie's historical accuracy, and the significance of the theme that you have chosen. Play the scene. Stop DVD or streaming. Engage the class by asking questions. Turn in write up after presentation.