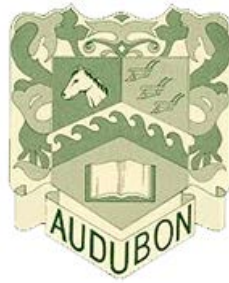


Audubon Public Schools



History Through Film

Curriculum Guide

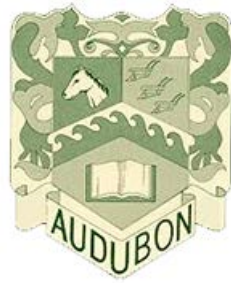
Developed by:

Mr. Luke Collazzo

August 16, 2021

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Course Description

Grade 11: History Through Film

History Through Film is a year-long course designed to expose students to an alternative approach to the study and analysis of history through the eyes of films, documentaries, music, political cartoons, and photography. Students will be expected to analyze and reflect on the various media via written response, Socratic Seminars, point/counterpoint discussions, and debates.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.2.8.CivicsPI.3.a ● 6.2.8.CivicsDP.3.b ● 6.2.8.GeoPP.3.a ● 6.2.8.HistoryCC.3.a ● 6.2.8.HistoryCA.3.b ● 6.2.8.GeoHE.4.a ● 6.2.8.HistoryCC.4.f ● 6.2.12.HistoryCC.5.b ● 6.3.12.HistoryCA.2 	<ul style="list-style-type: none"> ● RH.11-12.4 ● RH.11-12.6 ● RH.11-12.7 ● RH.11-12.8 ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.7 ● WHST.11-12.9
Unit 2	<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.1.a ● 6.1.12.CivicsPD.1.a ● 6.1.12.GeoGI.1.a ● 6.1.12.EconGE.1.a ● 6.1.12.HistoryCC.1.a ● 6.1.12.CivicsPI.2.a ● 6.1.12.EconEM.2.a ● 6.1.12.HistoryCC.2.b ● 6.1.12.HistoryUP.2.a ● 6.1.12.HistoryUP.2.c ● 6.1.12.HistoryCA.2.a 	<ul style="list-style-type: none"> ● RH.11-12.4 ● RH.11-12.6 ● RH.11-12.7 ● RH.11-12.8 ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.7 ● WHST.11-12.9
Unit 3	<ul style="list-style-type: none"> ● 6.1.12.CivicsDP.3.a ● 6.1.12.CivicsDP.3.b ● 6.1.12.CivicsDP.3.c ● 6.1.12.GeoSV.3.a ● 6.1.12.HistoryUP.3.a 	<ul style="list-style-type: none"> ● RH.11-12.4 ● RH.11-12.6 ● RH.11-12.7 ● RH.11-12.8

	<ul style="list-style-type: none"> ● 6.1.12.HistoryUP.3.b ● 6.1.12.HistoryCA.3.b ● 6.1.12.CivicsDP.4.b ● 6.1.12.CivicsPR.4.a ● 6.1.12.EconET.4.a ● 6.1.12.HistoryCC.4.a ● 6.1.12.HistoryUP.4.b ● 6.1.12.HistoryCC.4.b 	<ul style="list-style-type: none"> ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.7 ● WHST.11-12.9
Unit 4	<ul style="list-style-type: none"> ● 6.1.12.CivicsDP.6.a ● 6.1.12.GeoGM.6.a ● 6.1.12.HistoryCC.6.c ● 6.1.12.HistoryCC.7.a ● 6.1.12.HistoryCA.7.a ● 6.1.12.HistoryCA.7.b ● 6.1.12.A.9.a ● 6.1.12.HistoryUP.9.a ● 6.1.12.CivicsPR.10.b 	<ul style="list-style-type: none"> ● RH.11-12.4 ● RH.11-12.6 ● RH.11-12.7 ● RH.11-12.8 ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.7 ● WHST.11-12.9
Unit 5	<ul style="list-style-type: none"> ● 6.1.12.CivicsHR.11.a ● 6.1.12.History CC.11.b ● 6.1.12.HistoryCC.11.d ● 6.1.12.HistoryCC.12.e ● 6.1.12.CivicsDP.13.a ● 6.1.12.EconEM.13.a ● 6.1.12.HistoryCC.13.a ● 6.1.12.HistoryCC.13.c ● 6.1.12.HistoryCC.14.d ● 6.1.12.HistorySE.15.a ● 6.1.12.GeoHE16.a 	<ul style="list-style-type: none"> ● RH.11-12.4 ● RH.11-12.6 ● RH.11-12.7 ● RH.11-12.8 ● WHST.11-12.1 ● WHST.11-12.4 ● WHST.11-12.7 ● WHST.11-12.9

History Through Film	Grade 11/12	Unit 1	Ancient Times
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Focus Indicator	
6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires
6.2.8.CivicsDP.3.b	Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.HistoryCC.3.a	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.HistoryCA.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.12.HistoryCC.5.b	Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict.
6.3.12.HistoryCA.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Companion Standards	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Historical WebQuests ● Graphic Organizers ● History Buff videos 	<ul style="list-style-type: none"> ● Tests - Movie content ● Essays - Traditional and Precis ● Common Assessments - Video response sheets ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Film Evaluation and Discussion

	<ul style="list-style-type: none"> ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Various Excerpts from Ancient Documents ● Political Cartoons 	<ul style="list-style-type: none"> ● Films: <ul style="list-style-type: none"> ○ <i>Troy</i> ○ <i>300</i> ○ <i>Gladiator</i> ○ <i>King Arthur</i> ○ <i>Robin Hood</i> ○ <i>Braveheart</i> ● Online WebQuests: <ul style="list-style-type: none"> ○ The Iliad ○ Ancient Rome ○ Arthur Pendragon ○ Robin of Loxley ○ William Wallace ● YouTube Series: History Buffs
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The Ancient Greek and Roman Civilizations created the foundation of Western values and established the cornerstone of cultural achievement in art, government, architecture, and social hierarchy by which all others would be measured for centuries. 	<ul style="list-style-type: none"> ● What values and characteristics were admired in individuals during the time of Ancient Greece and Rome? ● What made Ancient Greek and Roman societies successful? ● Why did Ancient Greek and Roman civilizations seek to expand their empires? ● What role did religion play in the lives of Ancient Greek and Roman societies?

<ul style="list-style-type: none"> ● Ancient Greece and Rome both created civilizations based on conquest which would lead to their influence over much of European culture. ● As Europe emerged from the ruins of Ancient Greece and Rome, values changed from power-based social structure to more egalitarian and compassionate mores. ● An archetypal character that developed in the Middle Ages was one who fought not for conquest or for greed, but for freedom and equality for all, which established values that endured into the modern era. 	<ul style="list-style-type: none"> ● How were the values of Ancient Greece and Rome similar and different from those of Medieval Europe?
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Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

History Through Film	Grade 11/12	Unit 2	America's Discovery and Founding
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Focus Indicator	
6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.

6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
Companion Standards	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Historical WebQuests ● Graphic Organizers ● History Buff videos 	<ul style="list-style-type: none"> ● Tests - Movie content ● Essays - Traditional and Precis ● Common Assessments - Video response sheets ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Film Evaluation and Discussion ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Various Excerpts from Relevant American Documents ● Political Cartoons 	<ul style="list-style-type: none"> ● Films: <ul style="list-style-type: none"> ○ <i>1492: Conquest of Paradise</i> ○ <i>Apocalypto</i> ○ <i>The New World</i> ○ <i>The Crucible</i> ○ <i>Last of the Mohicans</i> ○ <i>The Patriot</i> ● Online WebQuests: <ul style="list-style-type: none"> ○ Voyages of Columbus ○ America's Native Peoples ○ Crisis at Jamestown ○ The Salem Witch Trials ○ Francis Marion vs. Banastre Tarleton

	<ul style="list-style-type: none"> ● YouTube Series: History Buffs
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The struggle to discover and establish the American colonies forged a new culture distinct from that of Europe and set the stage for a revolution that would create a new nation. ● Conflict between Native peoples and explorers from Europe caused disruption to the indigenous cultures and ultimately led to the destruction of Native lifestyles. ● Disagreements between American Colonists and Imperial Britain led to the outbreak of a colonial revolution that established the United States and the creation of a new form of government that would change the world. ● The United States was able to win the American Revolution by utilizing domestic geography and recruiting aid from various European nations which allowed the new country to wear down and out-manuever England, becoming the first colonial offspring to break away from its Mother Country. 	<ul style="list-style-type: none"> ● What were the motivations and goals of Europeans who explored and colonized the New World? ● What were the cultures and values of the Native peoples and how were these both an advantage and disadvantage in dealing with Europeans? ● What were the basic disagreements between American colonists and the British Crown and how did the response to those disagreements eventually lead to the American Revolution? ● What role did women and African Americans play in the American Revolution and how did their contributions lead to arguments about the justification of extending rights to both groups? ● What concepts and values were enshrined in America's founding documents and how/why were certain groups excluded from immediate recognition in those documents? ● How was the United States able to defeat the much larger and militarily stronger British government in the American Revolution and how did the outcome of the war shape the future of the fledgling nation?

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

History Through Film	Grade 11/12	Unit 3	America's Growth and Division
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Focus Indicator	
6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
6.1.12. CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.
6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
Companion Standards	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Historical WebQuests ● Graphic Organizers ● History Buff videos 	<ul style="list-style-type: none"> ● Tests - Movie content ● Essays - Traditional and Precis ● Common Assessments - Video response sheets ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Film Evaluation and Discussion

	<ul style="list-style-type: none"> ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Various Excerpts from Relevant American Documents ● Political Cartoons 	<ul style="list-style-type: none"> ● Films: <ul style="list-style-type: none"> ○ <i>The Alamo</i> ○ <i>Amistad</i> ○ <i>12 Years a Slave</i> ○ <i>Uncle Tom’s Cabin</i> ○ <i>Glory</i> ○ <i>Gangs of New York</i> ○ <i>Lincoln</i> ○ <i>Dances with Wolves</i> ○ <i>Little Big Man</i> ● Online WebQuests: <ul style="list-style-type: none"> ○ Davy Crockett and the Alamo ○ The True Story of the Amistad ○ Solomon Northup ○ “The Little Woman Who Started this Great War” ○ American Immigration in the 1800s ○ Abraham Lincoln and the Thirteenth Amendment ○ Indian Massacres and the West ● YouTube Series: History Buffs
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research: collection, calculation and graphic representations of historic data and trends ● Artistic presentation of project findings throughout school, district and public venues 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● America’s Westward expansion brought the new nation into conflict with various groups who often had valid legal and traditional 	<ul style="list-style-type: none"> ● How did America’s Westward expansion affect Native peoples as well as surrounding independent nations such as Mexico?

<p>claims to the land; however, the United States argument of a “Manifest Destiny” ignored such claims and tarnished the history of the era.</p> <ul style="list-style-type: none"> ● The promise offered in America’s founding documents prompted many groups within the country to seek fulfilment of those ideals through reform groups that addressed the nation’s shortcomings, including women’s rights, abolition, education, etc. ● The American abolition movement grew throughout the early and mid 19th Century, uniting various religious, secular, and political entities, and culminated in a Civil War which would bring an end to the practice of slavery in the United States. ● As the United States became larger geographically and more prosperous economically, the nation attracted immigrants from across Europe, which led to new challenges and conflicts that broadened the definition of American identity while expanding democracy to more levels of society. 	<ul style="list-style-type: none"> ● What were the various attitudes toward American slavery and how did conflict between these various attitudes eventually lead to the Civil War? ● What were the reform groups of the 19th Century and how did these groups go about bringing change to American society? ● What were the successes and failures of the 19th Century reform groups and how does their legacy still impact efforts to improve the nation’s shortcomings? ● What attitudes existed toward immigrants in the 19th Century and how were these attitudes reflected in both legislation and historical event of the time? ● How do 19th Century attitudes toward immigration compare to modern attitudes and what lessons can be garnered from past events?
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<p>504</p>	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
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Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration

Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages.

History Through Film	Grade 11/12	Unit 4	Emergence of Modern America
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Focus Indicator	
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).
6.1.12.GeoGM.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.HistoryCC.6.c	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.

6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
Companion Standards	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Historical WebQuests ● Graphic Organizers ● History Buff videos 	<ul style="list-style-type: none"> ● Tests - Movie content ● Essays - Traditional and Precis ● Common Assessments - Video response sheets ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Film Evaluation and Discussion ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Various Excerpts from Relevant American Documents ● Political Cartoons 	<ul style="list-style-type: none"> ● Films: <ul style="list-style-type: none"> ○ <i>The Last Samurai</i> ○ <i>Rough Riders</i> ○ <i>The Lost Battalion</i> ○ <i>The Untouchables</i> ○ <i>Cinderella Man</i> ● Online WebQuests: <ul style="list-style-type: none"> ○ Legend of the Samurai ○ The Spanish-American War ○ World War I ○ The “Roaring Twenties” ○ Great Depression ● YouTube Series: History Buffs

Cross-Curricular Connections

- Informational reading in social studies.
- Informational writing in social studies using similar structures.
- Consistent Academic Language
- Public Speaking
- Research: collection, calculation and graphic representations of historic data and trends
- Artistic presentation of project findings throughout school, district and public venues

Enduring Understanding

- America’s desire for natural resources and foreign markets for its increased industrial output led the nation to seek overseas possessions that would eventually make the United States a world power while simultaneously drawing the country into global conflicts.
- International rivalries led to a global conflict that ultimately involved the United States despite the nation’s efforts to avoid the First World War.
- The First World War made the United States a world power, enabling it to shape world events and influence the direction of history for the remainder of the century and into the next.
- Progressive reforms that began in the late 19th Century and continued into the early part of the next century both benefitted citizens and caused conflict, calling into question the proper role of government in the lives of the people.
- The Great Depression caused upheaval throughout all aspects of American society

Essential Questions

- What factors drove the United States to seek overseas possessions and what was the result of those efforts both on the people of those lands and on the policies of the United States?
- What was the outcome of the Spanish-American War and how was the conflict symbolic of the United States’ new role in global affairs?
- What were the causes of the First World War and how did the United States respond to the conflict?
- How did Prohibition impact the United States during the 1920s and what made the decade “roaring”?
- How did the Great Depression impact American citizens and what steps did the United States government take to aid people who were most affected by the economic devastation?

and resulted in a restructuring of the role of government in the lives of citizens.

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

History Through Film	Grade 11/12	Unit 5	World War II to the Present
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Focus Indicator

6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.History CC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
6.1.12.HistoryCC.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
6.1.12.HistoryCC.14.d	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
6.1.12.GeoHE16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
Companion Standards	
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
WHST.11-12.1	Write arguments focused on discipline-specific content.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Group Work ● Debates ● Historical WebQuests ● Graphic Organizers ● History Buff videos 	<ul style="list-style-type: none"> ● Tests - Movie content ● Essays - Traditional and Precis ● Common Assessments - Video response sheets ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Film Evaluation and Discussion

	<ul style="list-style-type: none"> ● Socratic Seminar ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Various Excerpts from Relevant American Documents ● Political Cartoons 	<ul style="list-style-type: none"> ● Films: <ul style="list-style-type: none"> ○ <i>Life is Beautiful</i> ○ <i>Defiance</i> ○ <i>Enemy at the Gates</i> ○ <i>Patton</i> ○ <i>Valkyrie</i> ○ <i>Saving Private Ryan</i> ○ <i>Hacksaw Ridge</i> ○ <i>Wind Talkers</i> ○ <i>Selma</i> ○ <i>Thirteen Days</i> ○ <i>JFK</i> ○ <i>Platoon</i> ○ <i>Full Metal Jacket</i> ○ <i>Forest Gump</i> ○ <i>Courage Under Fire</i> ○ <i>Black Hawk Down</i> ● Online WebQuests: <ul style="list-style-type: none"> ○ The Holocaust ○ World War II (European and Pacific Theaters) ○ The Niland Brothers ○ The Real Desmond Doss ○ The Civil Rights Movement ○ The Cuban Missile Crisis ○ Vietnam (Parts I & II) ● YouTube Series: History Buffs
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language 	

- Public Speaking
- Research: collection, calculation and graphic representations of historic data and trends
- Artistic presentation of project findings throughout school, district and public venues

Enduring Understanding

- Economic instability in Europe provided an opportunity for radical leaders to rise to power and plunge the world into a new global conflict that would change the course of the 20th Century.
- Longstanding antisemitism focused German hatred on the Jewish population of Europe and caused the worst genocide in history during World War II.
- America’s productive might was able to overwhelm the fascist powers of Europe and the Imperialist powers of Japan and free the world of the threat of tyranny.
- Post-war tension between the Allied powers led to a new conflict that became a rivalry of superpowers known as the Cold War, resulting in multiple conflicts in contested regions where both sides would vie for influence and dominance.
- Participation of various groups in World War II led to a new push for reform that would fulfill the promises of America’s founding documents and result in true freedom and equality for all Americans.
- The emergence of a global economy has brought new challenges to the United States and its role in the world, forcing the nation to ensure the stability of distant regions by

Essential Questions

- How did World War II begin and what were the origins of the Holocaust?
- How did the victims of the Holocaust both resist the perpetrators and struggle to maintain their humanity during the conflagration?
- How and why did various nations around the world come together to form the opposing powers during the Second World War?
- In what ways did the Cold War result in conflict between the two major global superpower and how did an “arms race” develop between these two nations?
- What were the origins of the Civil Rights Movement of the Post-war era and what methods were used to bring change to American society?
- How successful were the actions of the Civil Rights Movement of the 1950s and 60s and how do those actions compare to modern efforts to change policy?
- How has America’s role in the world changed in the late 20th and early 21st Centuries and how has that role led to the nation’s involvement in conflicts in the Middle East, Africa, and Latin America?
- What was the effect of the 9/11 attacks on US foreign policy and has the response to the event been positive or negative in terms of the country’s position in the world?

fighting new types of conflicts in remote areas.

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of mastering multiple languages in the workforce. 	<ul style="list-style-type: none"> ● Equity Discussions: People who benefit from knowing multiple languages. 	

Appendix

Audubon Public Schools
Written By: Luke Collazzo
Course Title: History Through Film
Unit Name: Ancient Times Grade Level: 11/12
Approved August, 2021

Interval of Instruction	5-6 Weeks
Key Terms	Democracy Oligarchy Phalanx <i>The Iliad</i> <i>The Odyssey</i> Republic Senate Feudalism Chivalry Crusades Monarchy Inquisition

Audubon Public Schools
Written By: Luke Collazzo
Course Title: History Through Film
Unit Name: America's Discovery and Founding Grade Level: 11/12
Approved August, 2021

Interval of Instruction	7-8 Weeks
Key Terms	Columbian Exchange Conquistador Encomienda system Cash crop Triangular trade Mercantilism Patriot Guerilla warfare

Audubon Public Schools
Written By: Luke Collazzo
Course Title: History Through Film
Unit Name: America's Growth and Division Grade Level: 11/12
Approved August, 2021

Interval of Instruction	8-10 Weeks
Key Terms	Manifest Destiny Middle Passage Abolition Popular Sovereignty Secession 54th Massachusetts Emancipation Proclamation Thirteenth Amendment Nativism Assimilation Indian Peace Commission Dawes Act

Audubon Public Schools
Written By: Luke Collazzo
Course Title: History Through Film
Unit Name: Emergence of Modern America Grade Level: 11/12
Approved August, 2021

Interval of Instruction	4-5 Weeks
Key Terms	Imperialism Protectorate Yellow Journalism Jingoism Temperance Prohibition Square Deal Nationalism Propaganda Armistice Stock Market Dust Bowl Social Security Act

Audubon Public Schools
Written By: Luke Collazzo
Course Title: History Through Film
Unit Name: World War II - Present Grade Level: 11/12
Approved August, 2021

Interval of Instruction	10-12 Weeks	
Key Terms	Fascism Appeasement Holocaust Manhattan Project United Nations Cold War Space Race New Frontier Containment Separate-but-equal Brinkmanship Domino theory Vietnamization	Counterculture Affirmative Action Southern Strategy Nuclear proliferation State-sponsored terrorism al-Qaeda