

# LOCALLY DEVELOPED COURSE OUTLINE

History Through Film: Fact and Ficti

Submitted By:

**Chinook's Edge School Division No. 73**

Submitted On:

**Feb. 22, 2016**

# Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
25-3	75.00	09/01/2016	08/31/2020	Developed	Reauthorization	G11

## Acknowledgment

## Course Description

**History Through Film: Fact and Fiction 25** provides the opportunity to develop students' attitudes, skills, and knowledge base that will in turn engage them in their world historicity and encourage their actualization as informed citizens. The course will take students through an investigative process to discover how historical events may be recreated to include the facts of the event. The student will then further utilize the appropriate investigative and research skills to discover events and incidences that may have been used with a certain bias for certain purposes and time frame.

Major topics would include:

1. Empires
2. Nationalism and New Imperialism
3. World Conflict of the 20th Century
4. Contemporary Issues

## Course Prerequisite

# Philosophy

**History Through Film** provides opportunities for students to develop the skills and knowledge that will enable them to become engaged and active thinkers and informed of the world around them. Understanding what is fact and what is fiction is essential in a world where information is readily available. **History Through Film 25** helps students develop their sense of historical past while investigating processes that are used to analyze world events.

*The Framework for Student Learning: Competencies Essential for Students to Become Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit* provides direction for the development of curriculum; specifically, the competencies (for students) which courses shall meet. **History Through Film: Fact and Fiction 25** addresses these competencies. Students will demonstrate competencies in the areas of:

- **Literacy** - through oral, written and visual literacy
  - **Critical thinking, problem solving, and decision-making** - through the development of skills in investigation, research, analysis, and synthesis of information
  - **Creativity and innovation** - through the appreciation of the creative works of the films that will be analyzed and studied
  - **Communication** - through the multi-media presentations upon having researched different topics
  - **Social, cultural, global and environmental responsibility** - through recognizing, understanding, analyzing, and synthesizing multiple perspectives
  - **Digital and technological fluency** - through investigatory processes utilizing various digital technologies and software
  - **Lifelong learning** - through the use of print and digital information that provide multiple sources of different perspectives in relation to social, political, economic, and geographic issues
  - **Collaboration** - through implementing processes and techniques of Learning Communities
- The films and activities will demand intellectual engagement of the student. The student will

need to hone skills for investigation, research, analysis, and synthesis of information. The course needs to be flexible enough to adjust to student interest and ability levels.

As Alun Munslow states, *"In a very real sense the postmodern challenge forces us to face up to the highly complex question of how we know things about the past and what we, as moral beings, do as a result."* (*What History Is*. October 2001. See Appendix 4).

The statement from Alun Munslow encompasses and embraces the philosophy of **History Through Film: Fact and Fiction 25**.

## Rationale

**History Through Film: Fact and Fiction 25** has at its core the intent to enlighten participants of the need to become informed citizens. As 21st century learners, there is an abundance of information available on historical events from numerous sources. One such source is through the film industry. This source may have the potential to create a mythical belief on some historical events that is solely for entertainment. At the same time it may create a presentation in the form of docu-movies for purposes of presenting information in an unbiased format. Then again, information may be presented in a sheer factual tone. As student access to information increases, one must be able to extract factual content from fiction.

It would be the intent of **History Through Film: Fact and Fiction 25** to emphasize the importance of diversity displayed through film and the recognition of various experiences and perspectives in a world that is growing ever closer together. It would be the intent of the course to recognize that some myths created through film are advantageous, at the same time, may well hinder the positive recognition of the diversity within the world.

**History Through Film: Fact and Fiction 25** is an inquiry-based interdisciplinary course that draws upon history, geography, economics, philosophy, political science, and other social science disciplines. It instills in students an understanding and involvement in practical and ethical issues that face the world.

# Learner Outcomes

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## General Outcomes

- 1 Develop Skills of critical thinking and creative thinking**
- 2 Develop skills of historical thinking**
- 3 Apply the research process**
- 4 Demonstrate skills of oral, written and visual literacy**
- 5 Develop skills of media literacy**

## Specific Learner Outcomes

<b>1 Develop Skills of critical thinking and creative thinking</b>	<b>25-3</b>
1.1 Evaluate ideas and information from more than one source (Critical Thinking Problem-Solving, and Decision-Making)	X
1.2 Determine relationships among many and varied sources of information (Critical Thinking Problem-Solving, and Decision-Making)	X
1.3 Assess the validity of information based on context, bias, sources, objectivity, evidence or reliability (Critical Thinking Problem-Solving, and Decision-Making)	X
1.4 Evaluate personal assumptions and opinions to develop an appreciation of a topic or issue (Critical Thinking Problem-Solving, and Decision-Making)	X
1.5 Synthesize information from contemporary and historical issue to develop an informed perspective (Critical Thinking Problem-Solving, and Decision-Making)	X

<b>2 Develop skills of historical thinking</b>	<b>25-3</b>
2.1 Analyze multiple historical and contemporary perspectives within and across cultures (Social, Cultural, Global Responsibility)	X
2.2 Compare similarities and differences among historical narratives (Social, Cultural, Global Responsibility, FNMI)	X
2.3 Evaluate the impact of significant historical periods of the world (Social, Cultural, Global Responsibility, Critical Thinking, Problem-Solving, and Decision-Making)	X
2.4 Determine historical facts from historical interpretations through an examination of many sources (Critical Thinking, Problem-Solving, Decision-Making, Social, Cultural, Global Responsibility)	X

<b>3 Apply the research process</b>	<b>25-3</b>
3.1 Develop and defend an informed position on the issue (Collaboration and Leadership, Communication, Lifelong Learning, Personal Management and Well-being)	X
3.2 Reflect on changes of perspective or opinion based on information gathered and research conducted (Collaboration and Leadership, Communication)	X
3.3 Draw conclusions based on evidence obtained from research (Communication, Lifelong Learning, Personal Management and Well-being)	X
3.4 Demonstrate proficiency in the use of research tools and strategies to investigate issues (Digital and Technological Fluency, Lifelong Learning, Personal Management and Well-being)	X
3.5 Consult a variety of sources, including oral histories, that reflect varied perspectives (Digital and Technological Fluency, Lifelong Learning, Personal Management and Well-being)	X
3.6 Select and analyze relevant information when coding research (Critical thinking, Problem-Solving, Decision-Making, Digital and Technological Fluency, Lifelong Learning, Personal Management and Well-being)	X

<b>4 Demonstrate skills of oral, written and visual literacy</b>	<b>25-3</b>
4.1 Communicate effectively to express a point of view in a variety of situations (Communication, Lifelong Learning, Personal Management and Well-being, Creativity and Innovation, Collaboration and Leadership)	X
4.2 Ask respectful and relevant questions to clarify viewpoints (Critical Thinking, Problem-Solving, and Decision-Making, Lifelong Learning, Personal Management and Well-being, Communication, Creativity and Innovation)	X
4.3 Listen respectfully to others (Social, Cultural, Global Responsibility, Communication)	X
4.4 Use of variety of oral, visual and print sources to present informed positions on issues (Communication, Digital and Technological Fluency, Critical Thinking, Problem-Solving and Decision-Making, Creativity and Innovation)	X

<b>5 Develop skills of media literacy</b>	<b>25-3</b>
5.1 Assess the authority, reliability and validity of electronically accessed information (Digital and Technological Fluency, Critical Thinking, Problem-Solving and Decision-Making)	X
5.2 Evaluate the validity of various points of view presented in media (Digital and Technological Fluency, Critical Thinking, Problem-Solving and Decision-Making, Social, Cultural, Global Responsibility)	X
5.3 Assess the information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence (Communication, Social, Cultural, Global Responsibility, Critical Thinking, Problem-Solving and Decision-Making)	X
5.4 Analyze the impact of various forms of media (Social, Cultural, Global, Environmental Responsibility, Critical Thinking, Problem-Solving and Decision-Making, Lifelong Learning, Personal Management and Well-being)	X
5.5 Identify complexities and discrepancies in information and make distinctions between sound generalizations and misleading oversimplification (Critical Thinking, Problem-Solving and Decision-Making, Collaboration and Leadership, Lifelong Learning, Personal Management and Well-being)	X

## Facilities or Equipment

### Facility

A standard humanities classroom is a suitable space for the implementation of **History Through Film: Fact and Fiction 25**.

Facilities:

Humanities classroom

## Equipment

Access to the following equipment would be beneficial:

- Access to the Library / Learning Commons
- Access to computers
- Access to DVD players

## Learning Resources

The instructor should have available a variety of movie resources that will provide a balance of perspectives. The list in **Appendix 3** should illustrate that there are many movies that may be used to illustrate early colonialism and intervention in the new world. There are movies that depict western expansionism in North America. The instructor will have available a variety of views on a single subject such as the Vietnam war with the perspective of Colonel Hal Moore with this book and movie *"We Were Soldiers"* and have also the perspective of Robert McNamara as Secretary of Defense in the U.S. at the same historical time frame through the documentary *"Dog of War."* A variety of perspectives may be presented through such works by Clint Eastwood with his movies on World War II *"Flags of Our Fathers"* and another perspective presented from *"Letters from Iwo Jima."* Another perspective that may be pursued during World War II may be through the movie *"Wind Talkers."*

General web sites:

<http://www.historyteacher.net/HistoryThroughFilm/HomeworkAssignments.htm>  
[http://www.historythroughfilm.net/movie\\_list](http://www.historythroughfilm.net/movie_list)  
[http://www.historythroughfilm.net/volume\\_i](http://www.historythroughfilm.net/volume_i)  
<http://www.historyinfilm.com/>

Aboriginal web sites:

<http://www.lisashea.com/genealogy/waller/indian/movies/>  
<http://www.native-languages.org/movies.htm>  
<http://www.turtleisland.org/news/news-theatre.htm>  
<http://www.firstnationsfilms.com/>

# Others

## Sensitive and Controversial Content

Controversial issues include those topics that are publicly sensitive. Such topics in a classroom may find no consensus of values or beliefs. Such topics include topics where reasonable people may sincerely disagree. Studying controversial issues is important for such study, providing opportunities to think clearly and to reason logically. Discussion around such topics offers opportunities to open-mindedly and respectfully examine different points of view and to make sound judgments.

Controversial issues that have been anticipated and those that do arise on occasion during instruction should be used to promote critical inquiry and thinking skills.

**The History Through Film: Fact and Fiction 25** instructor will screen all films. It is recommended that a letter of intent be sent home to parents at the beginning of the course, which lists the prospective films that will be viewed during the course.

It is expected that all issues and texts that may be controversial or sensitive be discussed with the school administration prior to their coverage in class.

## Mitigation Strategies

## Safety Components

All Chinook's Edge School Division No. 73 procedures will be followed if students are taken off campus (re: planning, parental permission, risk assessment, etc.).

Chinook's Edge School Division No. 73 Administrative Procedure 2-09 *Field Trips and Excursions*

## Mitigation Strategies

## **Significant Overlap with Provincial Curriculum**

To the best of our knowledge there is no significant overlap with provincially developed courses since **History Through Film: Fact and Fiction 25** will focus on historical events not covered in the Social Studies Program of studies but rather supplement the program. For example, the intent of the course would not be to teach content and analyze World War II (as per Social Studies 20-1 and Social Studies 20-2), but rather investigate a movie relating to World War II and analyze that which would be fact and fiction entailed in that movie. In relation to the English program, again there will not be significant overlap but rather supplement the program.

# Assessment

Teachers should create a multi-dimensional approach that is both summative and formative that focuses on the intent of this course which is often process rather than predominately product related. During each unit of instruction, the students' theoretical as well as practical comprehension of the outcomes needs to be assessed. Any technical or creative work may be assessed both individually and as part of a group and should reflect improvement in knowledge of the historical perspective.

It is suggested that rubrics be used for assessment of such activities as essays and multi media presentations. Teachers can create a balanced assessment through such activities as:

- A. Student ability to utilize research skills
- B. Students ability to present information in a variety of formats (power point, essay, poster, discussion)
- C. Students ability to analyze information (ie formal written essay)
- D. Students ability to synthesize information
  
- E. Students ability to write exams reflecting on course content.

The following are examples of a General Course Outline and a Guideline for Assessment:

## **Sample Course Outline:**

### **History Through Film: Fact and Fiction 25**

1. Empires
  - a. Egypt
  - b. Greece
  - c. Rome
  
2. Middle Ages to Enlightenment (Nationalism and New Imperialism)

- a. Britain and the Empire
- b. French Empire
- c. United States Independence

3. Contemporary World in Conflict

- a. World War I
- b. Between the Wars
- c. World War II
- d. Cold War

4. Contemporary Social Issues

**Sample Assessment:**

Writing Assignments 25%

Presentations 25%

Quizzes 10%

Review Assignments 10%

Final Exam 30%

## **Course Evaluation and Monitoring**

The Associate Superintendent Learning Services, in collaboration with the school Principal, will evaluate and monitor the course to ensure that all requirements (by Alberta Education, by the developing school board, and by Chinook's Edge School Division No. 73) are met. The school Principal will supervise the course implementation at the school level.

## **Appendix I**

1 Appendix 1, 2, 3, 4 - History Through Film.docx

## **Appendix II**

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