



Board/Authority Authorized Course: History Through Film 12

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 79
Developed by: Sean Battye	Date Developed: June 6, 2019
School Name: Lake Cowichan School	Principal's Name: Jaime Doyle
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: History Through Film	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100
Course Category: Social Sciences	Course Code: YSSC-2A

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Videos – AV equipment, suitable screening room

Course Synopsis:

This course has been developed to support and encourage students to explore the events of the 20th Century through the medium of film. Students will view movies depicting events of the 20th Century and analyze and evaluate them based on research of the actual time, event, or historical person or group.

Goals and Rationale:

The goal of this course is to enable a wider range of students to garner a background and awareness of significant events of the 20th Century. As well, the idea is to enable students to critically assess the content of films for social, cultural, and historical accuracy.

Indigenous Worldviews and Perspectives:**That learning is embedded in memory, history, and story:**

Throughout the course, many indigenous actors are used to depict a variety of characters while several movies viewed are representative of the various First Nations regions across Canada and North America.

As this course is focused on the films of Indigenous peoples, we will rely heavily on the expertise of knowledge keepers in our local Coast Salish Community. They will bring a local understanding of Indigenous worldview and perspectives connected to the land we work, learn and play.

That learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

This principle will be supported by providing multiple access points for students to learn. The students will also be able to represent their learning in various ways.

Learning involves patience and time:

The structure of the course is centered on a collaborative learning environment. This will require students to make connections and organize their knowledge. Reflection on their own performance will be encouraged in order to further their own learning.

BIG IDEAS

Nationalist movements can unite people in common causes or lead to intense conflict between different groups.

The rapid development and **proliferation** of technology in the 20th century led to profound, social, economic and political changes.

Stories represented in film format, when critically analyzed, can provide insight into key aspects of past, present and future **conditions**.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <ul style="list-style-type: none"> • Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance) • Compare and contrast continuities and changes for different groups at particular times and places (continuity and change) • Assess how underlying conditions and actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence) • Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective) • Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment) 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • authoritarian regimes • civil wars, independence movements, and revolutions • human rights movements, including First Peoples movements • religious, ethnic, and/or cultural conflicts, including genocide • global conflicts, including World War I, World War II, the Cold War and Post Cold War • migrations, movements, and territorial boundaries • interdependence and international co-operation • social and cultural developments • communication and transportation technologies

Explore and Investigate:

- Construct and evaluate meaningful personal connections between self, video, and world
- Evaluate the **relevance**, accuracy, and **reliability** of stories.

Big Ideas – Elaborations

Nationalist: vigorously supporting one's own national interests, especially to the exclusion or detriment of other nations.

Proliferation: rapid increase in numbers of something.

Stories: narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.

Conditions: the influence on the outcome of something.

Curricular Competencies – Elaborations

- Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions:

Key skills:

- Draw conclusions about a problem, an issue, or a topic.
- Assess and defend a variety of positions on a problem, an issue, or a topic.
- Identify and clarify a problem or issue.

- Assess the significance of people, places, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance):

Key questions:

- What factors can cause people, places, events, or developments to become more or less significant?
- What factors can make people, places, events, or developments significant to different people?
- What criteria should be used to assess the significance of people, places, events, or developments?

- Compare and contrast continuities and changes for different groups at particular times and places (continuity and change):

Key questions:

- What factors lead to changes or continuities affecting groups of people differently?
- How do gradual processes and more sudden rates of change affect people living through them? Which method of change has more of an effect on society?
- How are periods of change or continuity perceived by the people living through them versus how they are perceived after the fact?

- Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence):

Key questions:

- What is the role of chance in particular events, decisions, or developments?
- Are there events with positive long-term consequences but negative short-term consequences, or vice-versa?

- Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective):

Key questions:

- What sources of information can people today use to try and understand what people in different times and places believed?
- How much can one generalize about values and beliefs in a given society or time period?
- Is it fair to judge people of the past using modern values?

Sample activity:

- Explain how the beliefs of people on different sides of the same issue influence their opinions.

- **Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment):**

Key questions:

- What is the difference between implicit and explicit values?
- Why should one consider the historical, political, and social context when making ethical judgements?
- Should people of today have any responsibilities for actions taken in the past?
- Can people of the past be celebrated for great achievements if they have also done things today considered unethical?

Sample activity:

- Assess the responsibility of historical figures for an important event. Assess how much responsibility should be assigned to different people, and evaluate whether their actions were justified given the historical context.

- **Relevance:** Consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience.

- **Reliability:** Consider point of view, bias, propaganda, and voices left out, omitted, or misrepresented.

Content – Elaborations

- **The rise and rule of authoritarian regimes:**

Sample topics:

- Chile and Pinochet
- Cambodia and Pol Pot
- Cuba and Castro
- Soviet Union from Lenin to Gorbachev
- North Korea and the Kim dynasty
- China and Mao
- Germany and Hitler
- Italy and Mussolini

Content – Elaborations

- **Civil wars, independence movements, and revolution:**

Sample topics:

- Soviet Union, 1917–21
- China, 1911–49
- decolonization
- Iranian Revolution
- guerilla warfare in Central and South America
- Vietnam, 1945–75

- **Human rights movements, including those of indigenous peoples:**

Sample topics:

- women's movement toward equality
- US civil rights movement (segregation and desegregation)
- struggle against apartheid
- Latin-American workers' movements

- **Religious, ethnic, and/or cultural conflicts, including genocide:**

Sample topics:

- cultural genocide of indigenous peoples
- genocide in Armenia, the Holocaust, in Cambodia, in Rwanda
- separatist movements (e.g., Quebec, Basque, Catalan, Ireland)

- **Global conflicts, including World War I, World War II, and the Cold War:**

Sample topics:

- evolution of military technology (e.g., machine gun to nuclear weapon to drones)
- arms race
- militarism
- espionage

- **Migrations, movements, and territorial boundaries:**

Sample topics:

- post-World War I Middle East

Content – Elaborations

- Palestine/Jewish settlement
- suburbanization of the United States and Canada

- **Interdependence and international co-operation:**

Sample topic:

- UN peacekeeping missions
- social and cultural developments:

Sample topics:

- changing role of women:
- suffrage
- pay equity
- “second-wave” feminism of the 1960s
- consumerism/capitalism:
- 1920s boom
- 1950s suburbanization and car culture
- scarcity of goods in post-World War II Soviet satellite states

- **Globalization:**

Sample topics:

- change from nation state to internationalism
- European Union supranationalism
- free trade
- World Trade Organization

- **Communication and transportation technologies:**

Sample topics:

- propaganda in democratic and totalitarian regimes
- social and cultural impact of the automobile
- role of media in shaping response to international conflicts
- role of television and radio in creating mass culture

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

The teacher will use this information to make a final assessment on the three components of the curriculum model - knowing, doing, understanding and will determine if the student demonstrates the concepts and competencies relevant to History Through Film 12.

Learning Resources:

- Various videos