**History Goes Hollywood**

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| --- | --- | --- | --- | --- | --- |
| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking  |
| History Goes Hollywood Preliminary Step: Discussion Questions | 5% | 1.25% | 1.25% | 1.25% | 1.25% |
| History Goes Hollywood | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

The study of history has leapt off the page and onto the big and, small screen. Film has brought history to life. It allows the audience to time travel (without – or with – a Dolorian) to a past time and place, facilitating a feeling of societal immersion. The curious viewer can experience the carnage of the Coliseum (Gladiator), the ‘discovery’ of America (1492 The Conquest of Paradise) and even ski resorts in the eighties (Hot Tub Time Machine). Of course, this creative liberty can extend to hyperbole and historical accuracy becomes lost. The audience must be critical and attempt to objectively assess the truth of any artistic historical endeavor.

Considering the importance of film to both the study of history and society as a whole, it seems opportune to incorporate the big screen. And, there is no better unit to accomplish this than World War II, as many (many, many, many) films on the topic have been produced (I would argue that this is the most popular of any historic subject). Your task is to watch two World War II films, conceive of five discussion questions and participate in a seminar. As with all assignments in this class there will be a list of expectations (curricular relevance) and a list of instructions (how to approach the tasks). There is also a preliminary step (due earlier) separate from the final product. Good luck and have fun ☺

**History Goes Hollywood Expectations:**

1. Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.
2. Describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada.
3. Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them.
4. Explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945.

Select seminar A,B,C (this will be done in class to make sure the numbers are balanced):

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| **Seminar A – Pacific Theatre** | **Seminar B – The Holocaust** | **Seminar C – European Theatre** |
|  ***Grave of the Fireflies******Unbroken*** | ***The Pianist******Life is Beautiful*** | ***Das Boot******The Great Escape*** |

**History Goes Hollywood Preliminary Step: Discussion Questions**

Watch the films and conduct background research. Prepare five original discussion questions. Type these on a single sheet of paper and submit. The teacher will evaluate the discussion questions and choose some of the best for inclusion in the seminar. The discussion questions can cover the film, the historical time period and place, events or individuals involved, or, any combination of the aforementioned. They should attempt to capture historical thinking concepts (historical significance, cause and consequence, continuity and change, historical (multiple) perspectives). As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Discussion Questions Instructions:**

1. View the films and take notes of characters, settings, themes as well as significant scenes, quotes and moments.
2. Review historical thinking concepts (historical significance, cause and consequence, continuity and change, historical (multiple) perspectives).
3. Research the background of the film, specifically any reasoning for the genesis of the film or interesting anecdotes about production.
4. Research the historical figures, time and place(s) portrayed in the film and assess the historical accuracy.
5. Review research notes and begin to brainstorm about discussion questions (what is of interest and significance about the film, the history or the two juxtaposed).
6. Attempt to capture historical thinking concepts with the questions.
7. Write 5 discussion questions. For examples, refer to the activity on Midnight in Paris or the questions about Paths of Glory from the World War I unit.
8. Type and submit.

**Discussion Questions Rubric**

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Communication** |
| Questions were written with no clarity. | Questions were written with minimal clarity. | Questions were written with some clarity. | Questions were written with clarity. | Questions were written with eloquence and clarity.  |
| 0 1 2 2. 5 3 3.5 4 4.5 5  |

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| --- | --- | --- | --- | --- |
| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Application** |
| Historical thinking concepts were not woven into the questions.  | Historical thinking concepts were not woven into the questions, though there was some attempt. | Historical thinking concepts were woven into the questions.  | Historical thinking concepts were well woven into the questions.  | Historical thinking concepts were brilliantly woven into the questions.  |
| 0 1 2 2. 5 3 3.5 4 4.5 5  |

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Knowledge and Understanding** |
| No knowledge and understanding of the film and related history was evident. | Minimal knowledge and understanding of the film and related history was evident. | Some knowledge and understanding of the film and related history was evident. | Good knowledge and understanding of the film and related history was evident. | Significant knowledge and understanding of the film and related history was evident. |
| 0 1 2 2. 5 3 3.5 4 4.5 5  |

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| --- | --- | --- | --- | --- |
| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Thinking** |
| The questions were not meaningful or insightful.  | One or two of the questions were almost meaningful or insightful. | Some questions were meaningful and insightful. | Questions were meaningful and provided some insight.  | Questions were clever, meaningful and insightful.  |
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**History Goes Hollywood**

For the seminar, make sure to attend on the specified date and participate. You will be evaluated for your contributions; not just frequency, but quality – breadth of knowledge, cleverness, and insightfulness. Again, attempt to capture historical thinking concepts in your responses. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**History Goes Hollywood Instructions:**

1. Review research notes prior to the seminar.
2. Prepare possible discussion points, thoughts and facts you may want to introduce into the discussion.
3. Evidence is crucial to supporting points; you could always make note of key stats, quotes and events that are bound to be relevant and may support some of your more controversial assertions.
4. Attend on the scheduled seminar day.
5. During the seminar participate frequently and thoughtfully.
6. Do not just participate for the sake of participating, and, listen to the teacher and your peers; responses and discussion should be related to the content and flow of the conversation.

**History Goes Hollywood Rubric**

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| --- | --- | --- | --- | --- |
| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Communication** |
| Ideas were not communicated; there was almost no participation and/or completely not contextual.  | Ideas were barely adequately communicated; participation was very limited and/or not contextual.  | Ideas were adequately communicated; participation was enough and somewhat contextual. | Ideas were clearly communicated; participation was often enough and mostly contextual.  | Ideas were very clearly and eloquently communicated; participation was often and contextual.  |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10  |

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Application** |
| Film and historical; persons, events, quotes, stats and research were not applied to support assertions.  | Film and historical; persons, events, quotes, stats and research were barely applied and did not support assertions.  | Film and historical; persons, events, quotes, stats and research were occasionally applied to partially support assertions.  | Film and historical; persons, events, quotes, stats and research were adeptly applied to support assertions.  | Film and historical; persons, events, quotes, stats and research were very adeptly applied to strongly support assertions.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Knowledge and Understanding** |
| Little to no understanding of the film and no historical knowledge was evident.  | A limited understanding of the film and very minimal historical knowledge was evident.  | An adequate understanding of the film but minimal historical knowledge was evident.  | A good understanding of the film and additional historical knowledge was evident.  | A very thorough understanding of the film and a wide breadth of historical knowledge was evident.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Thinking** |
| Inadequate responses not capturing historical thinking concepts.  | Almost adequate responses not capturing historical thinking concepts.  | Adequate responses almost capturing historical thinking concepts.  | Good and sound responses capturing historical thinking concepts.  | Very clever, thoughtful and insightful responses perfectly capturing historical thinking concepts.  |
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