

US History through Film

Mr. Ripperger

Description

This class will look at historical themes through film and force the student to make a critical decision on whether or not the film is an accurate depiction of a historical event. This class is intended to develop the student's critical thinking abilities through multiple strategies.

Students should gain a deeper understanding and appreciation for history through specific events..

Standards

SS-US.9-12.13	Analyze how diverse ideologies impacted political and social institutions during eras such as Reconstructions, the Progressive Era, and the Civil Rights movement.
SS-US.9-12.14	Evaluate the impact of gender roles on economic, political, and social life in the US.
SS-US.9-12.15	Assess the impact of individuals and reform movements on changes to civil rights and liberties.
SS-US.9-12.16	Examine labor and governmental efforts to reform and/or maintain a capitalist economic system in the Great Depression.
SS-US.9-12.17	Explain the patterns of and responses to immigration on the development of American culture and law.
SS-US.9-12.18	Analyze the effects of urbanization, segregation, and voluntary and forced migration with regions of the US on social, political, and economic structures.
SS-US.9-12.19	Examine how imperialism changed the role of the United States on the world stage prior to World War I.
SS-US.9-12.20	Analyze the growth of and challenges to US involvement in the world in the post-World War II era.
SS-US.9-12.21	Analyze change, continuity, and context across eras and places of study from civil war to modern America.
SS-US.9-12.22	Evaluate the impact of inventions and technological innovations on the American society and culture.
SS-US.9-12.23	Analyze the relationship between historical sources and the secondary interpretations made from them.
SS-US.9-12.24	Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt's Corollary to the Monroe Doctrine, Wilson's Fourteen Points, New Deal Program Acts, Roosevelt's Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower's Farewell Speech, Gulf of Tonkin Resolution, Test ban Treaty of 1963, Brown v. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.
SS-US.9-12.25	Analyze how regional, racial, ethnic, and gender perspectives influenced American history and culture.
SS-US.9-12.26	Determine multiple and complex causes and effects of historical events in American history and culture

Possible Films

These will be some of the possible films that we will view throughout this semester:

Colonial

Black Robe
Last of the Mohicans

Revolution

The Patriot
1776
Johnny Tremain
Hamilton

Expansion

The Alamo
Dances with Wolves
Little Big Man
Far and Away
The Revenant
Tombstone
Butch Cassidy and the
Sundance Kid

Civil War and Reconstruction

Amistad
Twelve Years a Slave
Lincoln
Gettysburg
Glory
Gone with the Wind
Birth of a Nation
Roots

Gilded Age

Modern Times
Men Who Built America
The Great Gatsby

Great Depression

Grapes of Wrath
Cinderella Man
Eight Men Out
Seabiscuit
Untouchables
Public Enemies

WWII

Midway
Snow Falling on Cedars
Saving Private Ryan
Tora! Tora! Tora!
A League of Their Own
Tuskegee Airmen
Flags of Our Fathers
Memphis Bell
Casablanca
Monuments Men

Cold War

The Right Stuff
October Sky
Hidden Figures
The Day the Earth Stood Still
Apollo 13
Dr. Strangelove
Thirteen Days
Goodnight and Good Luck
Reds
American Graffiti
J Edgar
Bridge of Spies
Trumbo

Civil Rights Era

Ghosts of Mississippi
The Butler
Remember the Titans
Black Like Me
Selma
42
Loving

Vietnam War

Forrest Gump
The Green Berets
Platoon
Full Metal Jacket
Good Morning Vietnam
We Were Soldiers
Apocalypse Now
Born on the 4th of July
The Post

The '70s

Nixon
All the President's Men
Frost/Nixon
Ford vs Ferrari
Secretariat
Trial of the Chicago 7

The '80s

Philadelphia
And the Band Played On
Straight Outta Compton
Wolf of Wall Street
Argo
Lords of Dogtown

Modern Era

Sully
Flight 93
Three Kings
Jarhead
Hurt Locker
The Big Short
Social Network
American Sniper
Zero Dark 30
I, Tonya
The Martian

Behavior

Your responsibility is toward yourself and your peers. Yourself, by conducting your behavior in a manner that allows you to learn at your optimal level. Your peers by not disrupting their learning environment so they can learn to the best of their ability.

Mr. Ripperger's classroom rules are posted in the front of the classroom.

Grading Scale

Grading Weights:

Process 30%

Content 70%

Grading Scale

A+ 100

A 99-92

A- 91-90

B+ 89-88

B 87-82

B- 81-80

C+ 79-78

C 77-72

C- 71-70

D+ 69-68

D 67-62

D- 61-60

F 59-50

Homework

While late work is not encouraged, there is no penalty for late work. That does not mean you do not have to do it. Homework is designed to provide you with understanding the essential concepts of the unit and prepare for chapter quizzes. You can have multiple attempts to improve your grade by re-submitting homework, but once the quarter is complete, you will no longer have that opportunity. This also covers homework missed during absences. Late work will not be accepted once the grades have been turned in at each quarter. Please be respectful of my time and not turn in multiple assignments at one time.

Absences

When students are absent, they are accountable for catching up on material missed during that absence whether that is a movie or work day. If you miss multiple classes during a viewing period, you may borrow the copy of my film and take it home to view in order for you to complete the homework assignments.

Cheating

Cheating from another student, book, and/or notes is a major offense. If caught cheating, the student will lose credit for the work. If a student is caught cheating with another student, BOTH students will lose credit. Parents will be contacted by their student and informed of the offense.

Plagiarism is when a student does not give credit to an author or producer of a piece of work (i.e. music, books, magazines, websites, etc.). If a student is caught plagiarizing, the student will lose credit for their work. In the real world, college students have been expelled, lawsuits have been filed against performers.

Technology

Phones/iPods/Computers: Phones should be put away during instructional time. There will be times where phones will be allowed to be used in an appropriate manner. Students will be given an initial verbal warning. If another warning is issued, the student will be asked to hand over their phone until the end of the class period. If you are a habitual offender, your phone will be sent to the office and a parent will need to come in and retrieve it per the student handbook.

Computers are to serve an instructional purpose. They are not to be used for games or observing social media. If students are abusing their computer privileges, they may be barred from using during that class period.

Classroom Expectations

1. Open up your computer and access the day's Current Events. Try to figure out what the headline is and make sure that you are maintaining notes. A quiz will be given every two weeks.
2. You will select your own assigned seats. We will fill up the front seats and leave the back open. This allows me to take attendance quicker, and will make it easier for any substitutes who may have to cover class.
3. Occasionally we will have writing assignments, so please make sure that you have a writing utensil and paper available at all times.
4. You can chew gum, but please no bubble blowing. You will be told to spit it out. If gum is discovered in places it shouldn't, then there may be a moratorium instituted.
5. Please respect my materials and the school property in the classroom.
6. Don't believe everything I say. I am not purposefully looking to misinform you. Look for proof that what I am saying is true. Look it up!
7. Don't be afraid to fail. Learn from those mistakes and errors. Become a better student and person from your setbacks.