

Teaching Social Studies Through Film



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INTRODUCTION

Students are entertained and acquire knowledge through images; Internet, television, and films are examples. Though the printed word is essential in learning, educators have been taking notice of the new visual and oratory stimuli and incorporated them into classroom teaching.

The purpose of this idea packet is to further introduce teacher colleagues to this methodology and share a compilation of films which may be easily implemented in secondary social studies instruction. Though this project focuses in grades 6-12 social studies we believe that media should be infused into all K-12 subject areas, from language arts, math, and foreign languages, to science, the arts, physical education, and more.

In this day and age, students have become accustomed to acquiring knowledge through mediums such as television and movies. Though books and text are essential in learning, teachers should take notice of the new visual stimuli. Films are familiar in the everyday lives of students.

Though some teachers and scholars frown upon movies and television, sometimes films open a student's eyes to a chapter in history. Examples include the popular movie, *300*, depicting the Battle of Thermopylae from ancient Greek lore. Though Hollywood takes liberties with historical facts in presenting a movie, students come back to the classroom from the theater with questions.

Will the movie replace the textbook? Never. But the use of film can enhance the learning environment by placing the student in a familiar arena, the movie theater.



Here are some hints on how to select and use appropriate and relevant shows and movies to provide a better understanding of social studies material and make the lesson more memorable.

Before showing a movie or clip, WATCH THE MOVIE YOURSELF. Take notes and make note of significant scenes. It is not always necessary to show the entire movie.

As a teacher and scholar, you must emphasize the fact that Hollywood-style movies are fictitious and can take many liberties with facts. Explain to the students the purpose of movies is to entertain and dramatize information. “Based on actual events” or “Inspired by a true story” mean what they say. Remember, the use of films is to provide visual stimulation and understanding. Research the authenticity and historical/factual accuracy of each movie. www.imdb.com is an excellent source. Search under Trivia and Goofs.

If you find a scene you want to use, mark the minutes and scene number. This way you’re not rewinding and fast-forwarding during class time.

Make note of MAJOR characters and provide the list to students. In addition, provide students details on the characters, especially the protagonist and antagonist.

Describe the setting, especially in a historical piece.

Make sure you explain to the students why you are showing this so they are just not watching a clip. Make sure they understand the relevance.

Try to watch the movie along with the students. That way you can point out significant clues or hints. And you may have a question every now and then so you do not want to take time in figuring out what is going on.

Try to select recent movies. Students tend to balk at the grainy classics. However, there are fantastic movies available for interpretation, especially silent movies. Have students focus on dialogue and themes rather than expecting explosions and stunts.

The best types of movies are those you enjoy as well. If students see your interest, it most likely will entice them to watch it.

Rated R Movies: Best played during high school years. My secret is to provide a disclaimer in the syllabus at the beginning of the year. Add a page mentioning your use of rated R movies. Allow parents to make a choice if their child can watch or not.

Check with administration regarding the school’s and district’s film policies before using a film. Some districts may have strict guidelines, even for PG and PG-13 movies. An administrative approval form may also be required.

What about the students who are not allowed to watch mature movies? Print out a synopsis of the movie from wikipedia.org, imdb.com, google.com, or create one. Give it to the students and send them to another classroom or the library to research the movie and its historical context so they will not feel isolated from discussion after the movie. This can also work for SPED and ESOL students.

Develop questions to be answered at the end of the movie. You can have worksheets or hold a discussion/debate.

Keep an eye on the audience. Have a participation grade.

You could have a real movie event by bringing in popcorn, drinks, and any other movie-related snacks. Please be aware of dietary restrictions and make arrangements with students with specific health concerns.

Projectors make the best showcase. Purchase or borrow from the media center. If you can only use the television, have students sit closer and move them from the back. Recommend playing DVD movies over VHS. No Blu-rays.*

Most History Channel movies and similar documentary DVDs do not have Closed Caption for deaf and SPED students.

BE INFORMED. Look up the movie you are showing. www.imdb.com Internet Movie Database provides trivia and loads of information. www.wikipedia.org (AHH Wiki it?!) is also useful.

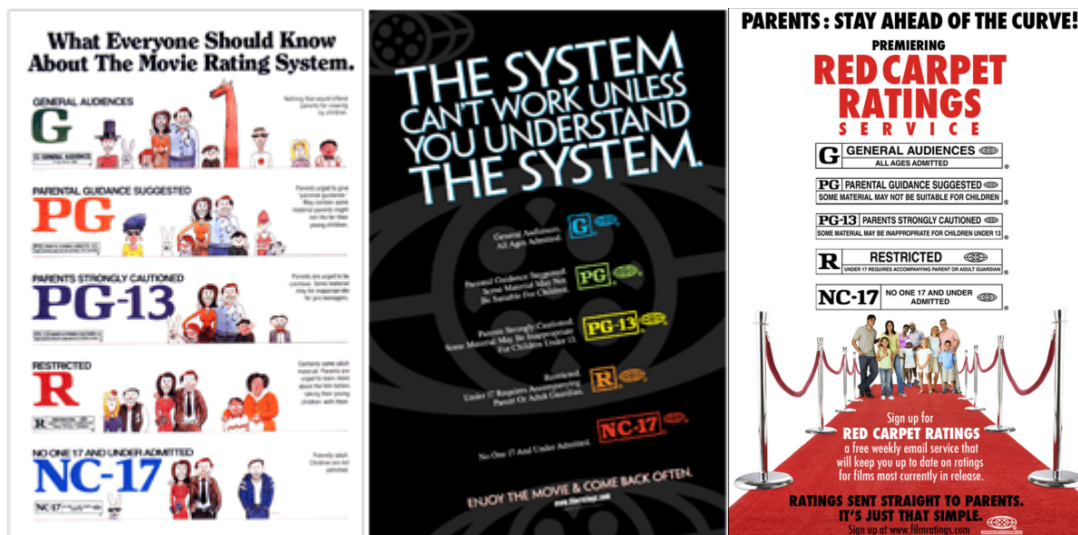
LESSONS. By just using a Google search, you can find lesson plans for some popularly used movies, such as Glory. Cable in the Classroom (www.ciconline.com) is helpful and “legal.” MDCPS and WLRN partnered to create <http://wlrnitv.dadeschools.net/> allowing you access to a video catalog to be sent to your school.

GETTING YOUR HANDS ON MOVIES. Research movies sales at retail stores. www.history.com and www.pbs.org are excellent sites for purchasing documentaries. Borrow from friends, teachers, or the media center (please be respectful). Netflix is a great service and has a vast assortment of available titles. Record off television. Ask students to borrow. **DO NOT SHOW BOOTLEGS!**



Who Rates the Movies and How Does it Work?

From The Motion Pictures Association of America (MPAA)



Parents Rate the Movies

The ratings are decided by a full-time Rating Board located in Los Angeles. There are 10-13 members of the Board who serve for periods of varying length. They work for the Classification and Rating Administration, which is funded by fees charged to producers/distributors for the rating of their films. The MPAA Chairman chooses the Chairman of the Rating Board, thereby insulating the Board from industry or other group pressure. No one in the movie industry has the authority or power to push the Board in any direction or otherwise influence it. One of the highest accolades to be conferred on the rating system is that from its birth in 1968 to this day, there has never been even the slightest jot of evidence that the rating system has deliberately fudged a decision or bowed to pressure. The Rating Board has always conducted itself at the highest level of integrity. That is a large, honorable, and valuable asset. There are no special qualifications for Board membership, except that the members must have a shared parenthood experience, must be possessed of an intelligent maturity, and most of all, have the capacity to put themselves in the role of most American parents so they can view a film and apply a rating that most parents would find suitable and helpful in aiding their decisions about their children and what movies they see.

No one is forced to submit a film to the Board for rating, but the vast majority of producers/distributors opt to do so. Any producer/distributor who wants no part of any rating system is free to go to the market without any rating, or with any description or symbol they choose, as long as it is not confusingly similar to the G, PG, PG-13, R, and, NC-17. The rating symbols are federally registered certification marks of the MPAA and may not be self-applied.

The Board Votes on Ratings

The Board views each film. Each member estimates what most parents would consider to be that film and appropriate rating. After group discussion, the Board votes on the rating. Each member completes a rating form spelling out his or her reason for the rating. The rating is then decided by majority vote.

Ratings Appraisal

There are many factors considered by the ratings board when assigning ratings to a movie including sex, violence, nudity, language, adult topics and drug use. The ratings board watches the film and as a parent would and determines in the end which rating the movie should have in accordance with the depiction of these elements in the content of the movie. If a film is assigned a rating that a producer/director does not want, he or she may edit and re-submit the film for another rating.

The Public Reaction

We consider it crucial to make regular soundings to find out how the public perceives the rating program, and to measure the approval and disapproval of what we are doing. Nationwide scientific polls, conducted each year by the Opinion Research Corporation of Princeton, New Jersey, have consistently given the rating program high marks by parents throughout the land. The latest poll results show that 78% of parents with children under 13 found the ratings to be "very useful" to "fairly useful" in helping them make decisions about what movies their children see. The ratings board will continue to strive to rate movies in a way that they as parents would approve of when making choices about films suitable for their families.

Appeal of Ratings

A producer/distributor who for any reason is displeased with a rating can appeal the decision to the Rating Appeals Board, which sits as the final arbiter of ratings. The Appeals Board comprises 14 to 18 members who serve terms of varying length. They are men and women from the industry organizations that govern the rating system.

The Appeals Board gathers to view the film and hear the appeal. After the screening, the producer/distributor whose film is being appealed explains why he or she believes the rating was wrongly decided. The chairman of the Rating Board states the reason for the film and rating. The producer/distributor has an opportunity for rebuttal.

After Appeals Board members question the two opposing representatives, they are excused from the room. The Board discusses the appeal and then takes a secret ballot. It requires a two-thirds vote of those present to overturn a Rating Board decision. By this method of appeal, decisions of the Rating Board can be examined and any rating deemed a mistake set right. The decision of the Appeals Board is final and cannot be appealed.

This Film Is Not Yet Rated: Unaccountable, Unelected, and Undemocratic

From [Jürgen Fauth](#), for About.com

At the climax of Giuseppe Tornatore's shameless tearjerker *Cinema Paradiso*, the main character returns to his childhood home and finds a reel of film that the large-hearted projectionist (Philippe Noiret) has left for him. It turns out to be a lusty montage of famous kisses, culled from decades of films that the town priest had deemed unsuitable for the public. When the man, now a director, sees all that had been discarded by the priest's censorship, he falls in love with the movies all over again.

Kirby Dick's expose of the workings of the MPAA ratings board offers a similar opportunity. Dick's montages of offending scenes tend to be more frank than those seen in *Cinema Paradiso* (Natasha Lyonne masturbating, Michael Douglas performing cunnilingus, Hilary Swank pleasuring Chloe Sevigny), and the result is more infuriating than sentimental. But like Tornatore, Dick lifts the veil of censorship, shows what has been deemed indigent, and exposes those who dictate what the rest of us are allowed to see.

At first glance, the MPAA ratings board may seem harmless, nothing more than an innocuous group that provides helpful guidelines to parents about which movies are appropriate for their children. With the help of a suitably angry but nonetheless entertaining parade of talking heads (including Allison Anders, Kevin Smith, Trey Parker, Kimberly Peirce, John Waters, Mary Harron, and Maria Bello), Dick outlines a number of fundamental problems. Unaccountable and unelected, the ratings board is a studio-funded body, and its membership is a carefully guarded secret. And yet, their power is enormous. The difference between ratings translates into millions at the box office, and the damning NC-17 can spell disaster for a film.

In several delicious montages, *This Film* counts thrusts and beheadings, compares ratings between similar sex acts in different films, and thus reveals the board's biases. Sex is much more restricted than violence, especially if it shows female pleasure, homosexuality, or anything that deviates from the tasteful moving-torsos-under-the-sheets cliché. For instance, Jamie Babbit's teenage comedy *But I'm a Cheerleader*, no more explicit than the R-rated *American Pie*, was slapped with an NC-17 rating--apparently for no other reason than that it dealt with a lesbian main character.

With the help of hired private detectives who give the film a compelling subplot, Dick uncovers the identities of the board members. It turns out that the MPAA ratings board doesn't represent anybody in particular and doesn't adhere to any specific guidelines--but it reflexively prefers blood to sperm, straight to gay, studio productions to independents, and Walt Disney to John Waters. In a final twist, the film documents its own struggle with the board, and it becomes obvious that the appeals process is dominated by buyers for the country's largest theater chains, with two church leaders thrown in for good measure.

It would be hyperbole to call *This Film is Not Yet Rated* the most important documentary you'll see this year (*An Inconvenient Truth*, *The Road to Guantanamo*, and *When the Levees Broke* all vie for that distinction)--but it's close. An industry-owned censorship board is obviously unacceptable in a democratic society. The system that gives an unaccountable group of individuals a stranglehold on what Americans see is in desperate need of overhaul. *This Film is Not Yet Rated* makes its argument with compulsively watchable vigor and wit.

Forms, Forms, and More Forms

memo

Four sets of horizontal lines for writing, arranged in two columns of two lines each.



Five horizontal lines for writing.



Five horizontal lines for writing.

STUDENT INFORMATION/PARENT ACKNOWLEDGMENT FORM

FILM ADVISORY

STUDENT'S NAME: _____

This class will show films, some of which include serious and mature material. Some of the movies will be rated R.

I want to reinforce the purpose of these movies as not purely entertainment. The objective is to provide a clearer understanding and perception of various historical, political, economical, and/or social concepts.

Objecting to watching restricted movies will not impede your child's academic progress or participation in associated lessons.

If you approve or have any objections to your child viewing such films, please acknowledge and sign.

_____ **YES, I will allow my child to view "R" rated films.**

_____ **NO, I will not allow my child to view "R" rated films.**

PARENT NAME: _____

PARENT SIGNATURE: _____

DATE: _____

AVISO SOBRE PELICULAS

Nombre del/la estudiante: _____

En esta clase enseñaremos **escenas breves** (pocas enteras) de videos que ampliarán conocimientos que estudiamos en la clase de geografía, como de paisajes, difusión cultural, civilizaciones antiguas, literatura, idiomas extranjeros, y más. También ayudarán al estudiante a entender conceptos necesarios para el examen FCAT, como en su escritura, hacer un resumen, distinguir entre hecho u opinión, idea principal, detalles, y más. Algunos de estos videos están clasificados "R". Favor de llenar la parte inferior de esta forma dando su autorización para que su hijo/a vea, o no, estas películas.

_____ Si autorizo a mi hijo/a para que vea videos catalogados "R".

_____ NO autorizo a mi hijo/a para que vea videos catalogados "R".

Nombre del padre/la madre: _____

Firma del padre/la madre: _____

Fecha: _____

ADMINISTRATIVE

APPROVAL

Each district and/or school may have their own form regarding administrative approval for the use of films. The best advice is to check with the administration before using any film to prevent any legal ramifications.

In attempting to secure approval, defend the use of the film through its academic and educational purposes.

Administrative forms tend to require the following information:

- Title of the film.
- When the film will be shown.
- Objectives for using the film.
- Explanation of how the film will aid or supplement the lesson plan or objectives.
- Lesson assignment and topic.
- Acknowledgment of copyright laws.
- Assurance of appropriateness of the film.

Checking with administration will protect you as a teacher. Please do not attempt to circumvent school and district policies in attempting to show a film, especially if the administration does not grant such requests.

TEACHING SOCIAL STUDIES THROUGH FILM

LESSON PLAN

SAMPLES AND FORMS



FILM: *The Last Samurai* (2003, Hollywood, Rated R)

BACKGROUND/SUBJECT:

In 1854, Commodore Perry sailed an American naval fleet into Edo Bay and pushed for Japan's isolationist Tokugawa Shogunate to open its doors to foreign contact, especially the imperial powers of Europe. After the Boshin War, the Japanese dissolved the Shogunate and paved way for the Meiji Restoration. The Emperor assumed his political powers once again and pursued westernization and modernization, but some Japanese conservatives were reluctant to erase their traditions and customs. The samurai, warriors of Japan's feudal-like past, attempted to preserve Japan's identity. The Satsuma Rebellion of 1877 provides the inspiration for *The Last Samurai*.

SETTING:

Japan in 1876-1877. During the Meiji Restoration and the samurai rebellions.

MAJOR CHARACTERS:

Nathan Algren (major protagonist): Civil War and Indian Wars veteran who is captured by samurai rebels and later joins their forces to regain his honor.

Katsumoto – The samurai lord who fights to prevent the loss of samurai culture and Japan's identity in the wake of modernization and westernization.

Omura (major antagonist) – Emperor Meiji's most influential pro-western advisor.

Emperor Meiji – The ruler of Japan who yearns for a strong Japan, but is torn by his loyalty to his former teacher (Katsumoto) and his nation's heritage.

PURPOSE OF USE:

The movie will illustrate the influence of modern and western ideas and technologies on an Asian nation during the Age of Imperialism. It will show how western ideals permeated the Asian landscape and sometimes diluted the indigenous culture. Modern technologies are also displayed as a premonition to their significance, especially in warfare.

FUNDAMENTAL QUESTIONS:

Why are some Japanese officials intent on westernizing and modernizing Japan?

What are the consequences of westernization and modernization in foreign lands such as Japan?

What should take precedent, custom and identity or sovereignty and power?

KEY SCENES/DIALOGUE:

Captain Algren's training of Japanese farmers and peasants.

Algren's recovery in the samurai village.

Laws and treatment of Samurai customs when Katsumoto visits the Emperor.

Use of gatling guns and howitzers in the film's final battle.

Final scene involving American diplomats and the Emperor.

ESOL/SPED STRATEGIES:

Audio/visual, discussion, subtitles.

VOCABULARY:

Westernization, modernization, industrialization, imperialism, samurai, bushido, seppuku, Meiji Restoration, howitzer, Gatling gun, chonmage.

SUGGESTED READINGS:

www.wikipedia.org Articles on *The Last Samurai*, imperialism, Meiji Restoration, westernization.

www.imdb.com Article on *The Last Samurai*, especially memorable quotes, trivia, and goofs.

FOLLOW-UP ASSIGNMENT/HOME-LEARNING:

Using the textbook and other sources, research imperialism in the 19th century and find similar situations to the *The Last Samurai* in other nations. How were these nations impacted by imperialism, westernization, and modernization?

STANDARDS:

CBC

World History

II.2.A Analyze the relationship between industrialization and imperialism during the late 19th century.

II.3.A Describe: the influence of British rule in India; foreign influence on China; foreign influence in Japan; imperialism in Southeast Asia and the Pacific Islands; European imperialism in Africa; imperialism in Latin America; foreign influences on Asian and African countries; and foreign involvement in the Middle East after World War II.

II.4.B Identify/describe people and events of selected historical periods.

II.17.C Identify causes and effects of various changes in historical development.

II.18.C Determine the common social, economic, and political causes of conflict throughout history.

IV.3.A Analyze the relationship between industrialization and imperialism during the late 19th century.

IV.5.A Analyze foreign influence in Japan in the 19th century and the Japanese response to this influence.

V.2.A Give examples of cultural diffusion throughout history.

V.3.A Explain how cultural diffusion impacts civilizations, past and present.

SUNSHINE STATE STANDARDS

SS.912.W.1.3 Interpret and evaluate primary and secondary sources.

SS.912.W.6.6 Analyze the causes and effects of imperialism.

FILM: _____

BACKGROUND/SUBJECTS:

SETTING (time period, situation/event, location):

MAJOR CHARACTERS (include name, brief description, protagonist/antagonist):

PURPOSE OF USE:

FUNDAMENTAL QUESTIONS:

KEY SCENES/DIALOGUE:

ESOL/SPED STRATEGIES:

VOCABULARY:

SUGGESTED READING:

FOLLOW-UP ASSIGNMENT/HOME-LEARNING:

STANDARDS:

FILM: Title of the film, year, rating, and source (HBO, Hollywood, History Channel, etc.).

BACKGROUND/SUBJECT: Describe the content associated with the film. Provide a lecture/discussion/assignment to enhance content knowledge. Example: *Glory* for the Civil War and use of blacks in the Union army or *The Patriot* for the American Revolution and use of militia.

SETTING: List the time period (year, decades, etc.), the event or situation the movie is based on or used as a background, the location of the movie. Example: *Glory* would be set during the latter part of the Civil War, use of blacks in the Union army, and 54th Massachusetts.

MAJOR CHARACTERS: List the MAJOR characters/participants. These should absolutely include the main protagonist and main antagonist. List the major supporting characters who are significant to development of the story or protagonists and antagonists. Provide a brief description as in name, purpose, and role.

PURPOSE OF USE: Explain why the film is being shown. Does it offer a visual stimulant to a certain historical period or political situation? Will it better explain the significance of the content being taught? Does it provide insight?

FUNDAMENTAL QUESTIONS: Related to the purpose of use. These questions should be provided before the film is shown and to lead into discussions or debates on themes and content. They are the focus of the use of the film.

KEY SCENES/DIALOGUE: List specific and noteworthy scenes and dialogue. As the film is shown, pause or interject a comment for students to pay close attention to key scenes and dialogue in order to provide for serious and sufficient discussion based on the fundamental questions. These can include scenes and dialogue students may not particularly understand.

ESOL STRATEGIES: The use of this lesson plan and the films will provide the use of ESOL strategies including: Language Experience Approach through the use of subtitles during the film, Description, Introduction, Vocabulary, Interrogatives, Visuals, Oral Conversation/Dialogue, Semantic Webbing,

SPED STRATEGIES: The use of this lesson plan and the films will provide the use of SPED strategies including: The movie is a visual and auditory stimulant; the use of subtitles/closed captioning; background information including subject, vocabulary, and setting; graphic organizers.

VOCABULARY: Provide a list of words used during the film or related to the content in order to provide students a better understanding of what is transpiring in the film.

SUGGESTED READINGS: Provide any additional readings or supportive materials to enhance the understanding of the film, lesson, and assignment.

FOLLOW-UP ASSIGNMENT/HOME-LEARNING: An option to further the understanding of the film and related content. This can include class or group discussion, essays, or worksheets.

STANDARDS: List the content standards related to the use of the film and the content.

**A LIST AND
BRIEF
DESCRIPTION OF
SOCIAL STUDIES
FILMS**

Includes films for:

World History

American History

Government

Economics

Geography

Psychology and Sociology

WORLD HISTORY

Lost Civilizations - Documentaries detailing Mesopotamia, Egypt, Africa, Asia, and the Americas from their early periods.

Troy (R 2004) – Based on Homer’s Iliad and the Trojan War

300 (R 2007) – Based on the famous Battle of Thermopylae between the Greeks (mostly Spartans) and Persia. Inspired on the graphic novel. Lord of the Rings Meets Gladiator.

Last Stand of 300 - Documentary on the Battle of Thermopylae with details on Sparta and Persia.

Alexander (R 2004) – Biopic on Alexander the Great.

Rome - Documentary on the Roman Republic and the Roman Empire.

Gladiator (R 2000) – Depiction of gladiators during the Roman Empire.

Decisive Battles of the Ancient World - Using video game technology, the documentary illustrates famous battles of the ancient world.

Byzantium - Documentary on the Byzantine Empire from its origin to its fall.

Inside Islam - Documentary on Islam’s doctrine and history.

The Dark Ages - Documentary on Western Europe after the fall of the Roman Empire.

The Crusades - Documentary on the first three Crusades.

The Plague - Excellent documentary on the Bubonic Plague.

Braveheart (R 1995) – Based on William Wallace, Scottish freedom fighter during the Middle Ages.

Mongol (R 2007) – Biopic on the rise of Genghis Khan. Subtitled.

The 13th Warrior (R 1999) - Sci-fi thriller of a Muslim interacting with Vikings.

Kingdom of Heaven (R 2005) – Depiction of the battles between the Christian Crusaders and Muslims under Saladin.

Apocalypto (R 2006) – Depiction of the Mayan world during its twilight. Subtitled.

The Name of the Rose (R 1986) – Middle Age Europe depicting monasticism and the Inquisition.

Empires: The Medici - Excellent documentary on the Florentine merchant family and their influence in Europe. Renaissance and Reformation.

The Protestant Reformation - Documentary on the Reformation and its lasting effects.

Elizabeth - Documentary highlighting the life and times of Elizabeth I.

Elizabeth (R 1998), Elizabeth: Golden Age (PG-13 2007), Elizabeth I (MA 2005) – Three movies depicting Elizabeth’s early years, her struggle with Spain, and her latter years.

Amadeus (R 1984) – Biopic on Mozart.

The Mission (PG 1986) – Set in South America depicting Jesuits and abuse of natives by Europeans.

The Story of India - Documentary on India’s fragmented history and influence of its culture.

The Mughals - Documentary on the Indian-based gunpowder empire.

Russia: Land of the Tsars - Documentary on Russia’s history from its humble beginnings to the Revolution.

French Revolution - Excellent documentary on the French Revolution. Highly recommended.

Les Miserables (PG-13 1998) - Based on the play; set during the tragic French Revolution.

Master and Commander (PG-13 2003) – Based on naval warfare during the Napoleonic Wars.

Egalite For All - Documentary on the Haitian Revolution.

Mary Shelley's Frankenstein (R 1994) - A story combining the elements of Reason, Industrialization, and Romanticism.

Zulu (Unrated 1968) - The struggles between the Zulu and the British Empire in southern Africa.

Empires: Japan - Detailed documentary on the history and culture of Japan.

Anna and the King (PG-13 1999) - British interaction in 19th century Siam (Thailand).

The Last Samurai (R 2003) – Western involvement in Meiji Japan.

Reds (PG 1981) - Biopic on John Reed's witness of the Russian Revolution and socialist leanings in America.

The Last Emperor (PG-13 1987) - The story of Puyi, the last Chinese emperor before Communist rule.

Gandhi (PG 1982) – Biopic on Gandhi.

All Quiet on the Western Front (Unrated 1930) - Set during WWI. Depicts trench warfare.

Lawrence of Arabia (PG 1962) - Biopic of the British hero who aided in Arabs breaking free from the Ottoman Empire in WWI.

Power of One (PG-13 1992) - Set in mid-twentieth century southern Africa and depicts apartheid-like conditions.

To Live (Unrated 1994) - A wealthy Chinese experiences change and hardship under Communist rule.

Letters From Iwo Jima (R 2006) – Depiction of Iwo Jima from the Japanese perspective. Subtitled.

Swing Kids (PG-13 1993) - Based in Nazi Germany about youths against National Socialism and Hitler Youth by accepting the American way of life.

Conspiracy (R 2001) – Depiction of Wannsee Conference concerning the Final Solution.

Europa, Europa (R 1991) - Story of a young Jewish man masquerading as an Aryan in Nazi Germany.

Life is Beautiful (PG-13 1997)- How a father uses humor to care for his son during their Nazi internment.

Schindler's List (R 1993) – Set during the Holocaust. Showing the rescue of Oskar Schindler's Jews.

The Boy in the Striped Pyjamas (PG-13 2008) - A young boy of a Nazi officer becomes friends with a Jewish boy through the concentration camp fence.

The Power of Good (Unrated 2002) - Documentary on Nicholas Winton, a British man who saved over 650 children from Czechoslovakia.

Uprising (Unrated 2001) - Story on the Warsaw Ghetto Uprising.

Valkyrie - (R 2008) - Story of the assassination attempt on Hitler by German officers.

Defiance (R 2009) - Story of the Bielski Brothers; Jews saving Jews by escaping into the forest.

Downfall (R 2004) - The last days of Adolf Hitler.

Nuremberg (TV-14 2000) – Depiction of the Nuremberg Trials after WWII.

Rape of Nanking - Documentary on the Japanese invasion of the Chinese capital of Nanking.

Nanking (R 2007) – Docudrama of the massacre at Nanking by the Japanese.

Empire of the Sun (PG 1987) - Set in an American POW camp in Japan-occupied China.

World War II - Documentary series depicting the Atlantic and Pacific Theaters.

Last King of Scotland (R 2006)- Based on Ugandan dictator, Idi Amin.

Hotel Rwanda (PG-13 2004) – Depiction of the Rwandan civil war and genocide.

Blood Diamond (R 2006) - Depicts the tribal-based conflicts in West Africa and the continued exploitation by foreigners.

City of God (R 2002) - Depiction of slum life and crime in Rio de Janeiro.

El Norte (R 1983) - Film involving Latin American emigration to the U.S. English Subtitles.

Good Bye Lenin (R 2003) - Film on a son who stages East German life for his mother who was in a coma and awakens after the fall of the Berlin Wall.

History's Turning Points I, II - Documentary series on the significant events that changed the world's history.

Engineering an Empire - Documentary focusing on the technologies of various empires and civilizations throughout time.

The Sahara - Documentary on the geography and history of the world's largest desert.

AMERICAN HISTORY

The New World (PG-13 2005) – Depiction of the founding of Jamestown. John Smith, Pocahontas, John Rolfe.

Desperate Crossing - Documentary on the journey of the Pilgrims on the Mayflower.

The Last of the Mohicans (R 1992) – Set during the French and Indian War.

The Crucible (PG-13 1996) – Based on the Salem Witch Trials.

The Scarlet Letter (R 1995) - Based on the novel. Puritanical life in the early colonial days.

The Revolution - Documentary series on the American Revolution.

John Adams (Not Rated 2008) – HBO miniseries based on the life of John Adams.

The Patriot (R 2000) – Depiction of the Revolutionary War from the militia perspective.

War of 1812 - Documentary on the war that ensured America's resolve.

Amistad (R 1997) – Depiction of slave revolt on the Spanish slave ship, Amistad.

The Civil War - Documentary on the cause and effects of the Civil War.

Glory (R 1989) – Depiction of the 54th Massachusetts, a Union black regiment during the Civil War.

Aftershock: Beyond the Civil War - Documentary on the Reconstruction period.

Birth of a Nation (Unrated 1915) – A conflict between two families during and after the Civil War. Made from a Southern perspective. Better used for Advanced Placement.

Dances With Wolves (PG-13 1990) – Depiction of the expansion westward and interaction with native population.

Bury My Heart At Wounded Knee (Unrated 2007) - HBO miniseries on the hardships of native Americans in the 19th century.

Gangs of New York (R 2002) – Perception of immigrants in New York City during the late 19th century.

Far and Away (PG-13 1992) – Oklahoma land grab and immigration.

Reds (PG 1981) - Biopic on John Reed's witness of the Russian Revolution and socialist leanings in America.

Iron Jawed Angels (Unrated 2004) - Story on the struggle for woman suffrage.

The Aviator (PG-13 2004) – Biopic on Howard Hughes and depicting high American society from 1920s to 1940s.

The Untouchables (R 1987) - Based on the Prohibition Era and the struggle between the government and the Mafia.

Black Blizzard - Excellent documentary on the Dust Bowl.

Great Depression - Documentary on the tragic economic crisis in the late 1920s and 1930s.

Cinderella Man (PG-13 2005), Seabiscuit (PG-13 2003) – Biopics set during the Great Depression.

Tora! Tora! Tora! (G 1970), Pearl Harbor (PG-13 2001) – Movies depicting the Japanese attack on Pearl Harbor.

Band of Brothers (MA 2001) - Miniseries depicting the Army Airborne E-Z Company during WWII.

Saving Private Ryan (R 1998) – WWII film depicting Normandy invasion and Allied advance in Europe.

Flags of our Fathers (R 2006) – Depiction of Battle of Iwo Jima from American perspective.

A League of Their Own (PG 1992) - Shows how women were used to replace men during WWII.

Good Night, and Good Luck (PG 2005) – Movie based on the media's fight against McCarthyism in 1950s.

The Majestic (PG 2001) - Story of a blacklisted Hollywood writer who suffers from amnesia.

L.A. Confidential (R 1997) - Story of interaction between Hollywood and police corruption in the 1950s.

Thirteen Days (PG-13 2000) – Based on the Cuban Missile Crisis and the Kennedys.

Apollo 13 (PG 1995) – Depiction of NASA's "successful failure." Quest for the moon.

Platoon (R 1986), Full Metal Jacket (R 1987), Good Morning Vietnam (R 1987), We Were Soldiers (R 2002), A Bright and Shining Lie (R 1998), Apocalypse Now (R 1979), Path to War (MA 2002), Born on the Fourth of July (R 1989) – All based on the Vietnam Conflict.

1968 - Documentary on the year of counterculture.

Ali (R 2001) - Biopic of the famous boxer during his struggles with his fame and the government.

Malcolm X (PG-13 1992) - Biopic on the influential civil rights leader.

Mississippi Burning (R 1988) – Based on the murders of civil rights workers in 1964.

Remember the Titans (PG 2000) - Events following integration in high schools. Football story.

Nixon (R 1995) - Biopic on Richard Nixon.

All the President's Men (PG 1976) - Two reporters seek the truth behind Watergate and Nixon.

Frost/Nixon (R 2008) - The pressure of Watergate on President Nixon.

Once Upon a Time in America (R 1984), Bugsy (R 1991), Goodfellas (R 1990), Casino (R 1995), The Godfather I (R 1972) and II (R 1974), A Bronx Tale (R 1993), American Gangster (R 2007) - Mafia/gangster-based movies showing their rise and influence on American society.

Milk (R 2008) - Biopic of San Francisco's first openly gay mayor.

Philadelphia (PG-13 1993), And The Band Played On (PG-13 1993) – AIDS epidemic/AIDS discrimination.

Three Kings (R 1993) – American involvement in the Persian Gulf War.

Black Hawk Down (R 2001) – American involvement in Somalia.

10 Days That Unexpectedly Changed America - Documentary series illustrating 10 significant events.

The Presidents - Documentary series on the U.S. Presidents.

The States - Documentary series on each American state.

GOVERNMENT

Dave (PG-13 1993), The American President (PG-13 1995) – Comedies involving the Presidency.

The Contender (R 2000) – Movie depicting attempt to nominate a female Vice President.

Thank You For Smoking (R 2005) – Comedy dealing with lobbyists.

The Siege (R 1998) - How far the government could go regarding international terrorism in the U.S.

Election (R 1999)- Comedy regarding the politics and characterizations of a high school election.

Recount (MA 2008) - The story of the infamous 2000 Presidential election.

Man of the Year (PG-13 2006) – A political comedian runs for President. Good for election and media issues.

Swing Vote (PG-13 2008) – A Presidential election comes down to one man’s vote. How far will the candidates go to win his vote?

All the President’s Men (PG 1976) - Two reporters seek the truth behind Watergate and Nixon.

Primary Colors (R 1998) - Centered on a presidential campaign of a smooth-talking candidate.

Clear and Present Danger (PG-13 1994) - How the executive branch and the federal government can abuse their power and influence.

Mr. Smith Goes To Washington (Unrated 1939), The Distinguished Gentleman (R 1992) - How Congress is a members only club.

Wag the Dog (R 1997) - How the media is used to distract from inhibitions of the government.

Enemy of the State (R 1998) - The threat of government surveillance on its citizens.

The People vs. Larry Flynt (R 1996) - The biopic of the publisher of Hustler and his fight for freedom of expression.

12 Angry Men (Unrated 1957) - How the jury deliberates to find beyond a reasonable doubt.

Animal Farm (PG 1999) - Based on the book of the same name, which illustrates communist society.

1984 (R 1984) - Set in a time ruled by a totalitarian regime and one man’s quest to destroy it.

V for Vendetta (R 2005) - Set in a totalitarian United Kingdom where one man goes to the extreme to uncover the government’s abuses of power.

ECONOMICS

Trading Places (R 1983) – Comedy with insight on the commodities market.

Wall Street (R 1987) – Depicting the dirty dealings of corporate takeovers.

Barbarians at the Gate (R 1993) - The story of the corporate buyout of RJR Nabisco.

Roger and Me (R 1989) – Documentary regarding the exploitation of General Motors.

Norma Rae (PG 1979), Bread and Roses (R 2000) – Depictions of forming of unions.

Willy Wonka and the Chocolate Factory (G 1971), Charlie and the Chocolate Factory (PG 2005) – Two versions of the classic tale depicting supply and demand and scarcity.

You’ve Got Mail (PG 1998) – Romantic comedy depicting competition.

Dirty Pretty Things (R 2002) – Graphic film of an illegal market depicting supply and demand.

Other People’s Money (R 1991) – Story of a corporate shark attempting a hostile takeover of a “mom and pop” store.

Erin Brockovich (R 2000), The Insider (R 1999), Silkwood (R 1983), A Civil Action (PG-13 1998), Michael Clayton (R 2007), – Movies depicting externalities and corporate responsibility, or lack thereof, to society.

9 to 5 (PG 1980), Disclosure (R 1994) – Stories of labor discrimination and harassment.

Animal Farm (PG 1999) - Based on the book of the same name, which illustrates communist society.

The Great Depression – History Channel documentary.

GEOGRAPHY

The States - Documentary series on each American state.

Weird U.S. - Documentary series on bizarre locations throughout the U.S.

Black Blizzard - Excellent documentary on the Dust Bowl.

National Geographic's Most Amazing Moments - A compilation of NG's most beautiful moments.

30 Years of National Geographic Specials

NG Inside Hurricane Katrina

NG Inside Mecca

NG Africa - A series dedicated to the continent of Africa. Depicts its natural habitat and demographics.

The Sahara - Documentary on the geography and history of the world's largest desert.

Tell Me Why: Geography

Physical Geography Series

How the Earth Was Made - Documentary on the formation of Earth.

Nature's Fury - Documentary on violent natural phenomenon.

Good Bye Lenin (R 2003) - Film on a son who stages East German life for his mother who was in a coma and awakens after the fall of the Berlin Wall.

The Painted Veil (PG-13 2006) - Depicts Chinese landscapes, customs, and the effects of cholera.

Around the World in 80 Days (PG 2004) - Based on Jules Verne's novel depicting 19th century cultures.

El Norte (R 1983) - Film involving Latin American emigration to the U.S. English Subtitles.

The Namesake (PG-13 2006) - About Indian emigration, customs, and traditions.

West Side Story (Unrated 1961) - Inspired by Romeo and Juliet. Cultural diffusion, ethnic strife, and immigration.

City of Joy (PG-13 1992) - Rural-urban migration, poverty, culture conflicts.

Hotel Rwanda (PG-13 2004) - Genocide and ethnic/tribal conflicts.

My Big Fat Greek Wedding (PG 2002) - Cross-cultural issues.

Crocodile Dundee (PG-13 1986) - Comedy on cultural interaction.

City of God (R 2002) - Depiction of slum life and crime in Rio de Janeiro.

National Lampoon's Vacation (R 1983) - Comedy on a cross-country road trip.

National Lampoon's European Vacation (PG-13 1985) - Comedy on a cross-European trip.

Volcano (PG-13 1997) - Impact of physical geography in an urban setting.

Alive (R 1993) - Based on true story of airplane crash in the Andes Mountains.

The Ghost and the Darkness (R 1996) - Set in Sub-Saharan Africa about vicious lions.

Cast Away (PG-13 2000) - Story of a man stranded on a Pacific island.

The Mission - European force on the native Americans.

Medicine Man (PG-13 1992) - Rainforest and tribal displacement issues. Medical implications.

FernGully (G 1992) - Rainforest issues. Animated.

The Day After Tomorrow (PG-13 2004) - Climate change.

Twister (PG-13 1996) - Impact of weather: tornadoes.

An Inconvenient Truth (PG 2006) - Documentary on global warming issues.

PSYCHOLOGY/ SOCIOLOGY

Crash (R 2004) – Race relations set in Los Angeles.

American Psycho (R 2000) – A wealthy playboy goes on a killing spree and has fun.

American Splendor (R 2003) - Depression, personality disorder, family dysfunction.

Analyze This (R 1999) - Comedy on anxiety disorder.

Antwone Fisher (PG-13 2002) - Childhood disorder, ethics of treatment.

As Good As It Gets (PG-13 1997) - Obsession-Compulsive Disorder.

The Aviator - Biopic on Howard Hughes. Schizophrenia.

Awakenings (PG-13 1990) - Neuropsychology. Based on a true story.

A Beautiful Mind (PG-13 2001) - Based on a true story. Schizophrenia.

Boys Don't Cry (R 1999) - Sexual disorder, impulse control disorder.

Canvas (PG-13 2006) - Effects of schizophrenia on the family.

Conspiracy Theory (R 1997) - Thriller based on paranoia.

The Deer Hunter (R 1978) - Vietnam-based movie on Post-Traumatic Stress Disorder

Eternal Sunshine of the Spotless Mind (R 2004) - Personality disorder; treatment.

Fatal Attraction (R 1987) - Personality disorder; family dysfunction.

Fight Club (R 1999) - Dissociative; multiple personality.

Fearless (R 1993) - How different people react to a tragedy. Post-Traumatic Stress Disorder

The Fisher King (R 1991) - Movie depicting depression, psychosis, and suicide.

Girl, Interrupted (R 1999) - Movie involving depression and personality disorders.

Good Will Hunting (R 1997)- Movie on treatment and personality disorder.

Harold and Maude (PG 1971) - Excellent film on depression, suicide.

Identity (R 2003) - Dissociative disorder. Thriller.

Instinct (R 1999) - Movie on a man who becomes animal-like after interacting with apes.

Kinsey (R 2004) - Biopic on the researcher of sexual disorders and treatment.

Leaving Las Vegas (R 1995) - Deals with drugs and alcohol.

Life As A House (R 2001) - Family dysfunction and coping with terminal disease.

Memento (R 2000) - Excellent movie on amnesia.

My Left Foot (R 1989) - Cerebral palsy.

Nurse Betty (R 2000) - Dissociative, personality disorder.

On Golden Pond (PG 1981) - Deals with dementia and family dysfunction.

One Flew Over the Cuckoo's Nest (R 1975) - Set in a psychiatric ward and deals with personality disorders. Excellent film.

Primal Fear (R 1996) - Thriller using dissociative disorder.

Psycho (R 1960) - The classic horror film depicting dissociative disorder and psychosis.

Rain Man (R 1988) - Portrayal of autism.

Requiem for a Dream (R 2000) - Effects of drugs and alcohol. Good realistic message.

Shine (PG-13 1996) - Good film on schizophrenia.

Silence of the Lambs (R 1991) - Forensic psychology.

Single White Female (R 1992) - Personality disorder. Obsession.

The Squid and the Whale (R 2005) - Narcissism and family dysfunction.

Sybil (TV 1976) - Classic on dissociative disorder and post-traumatic stress disorder.

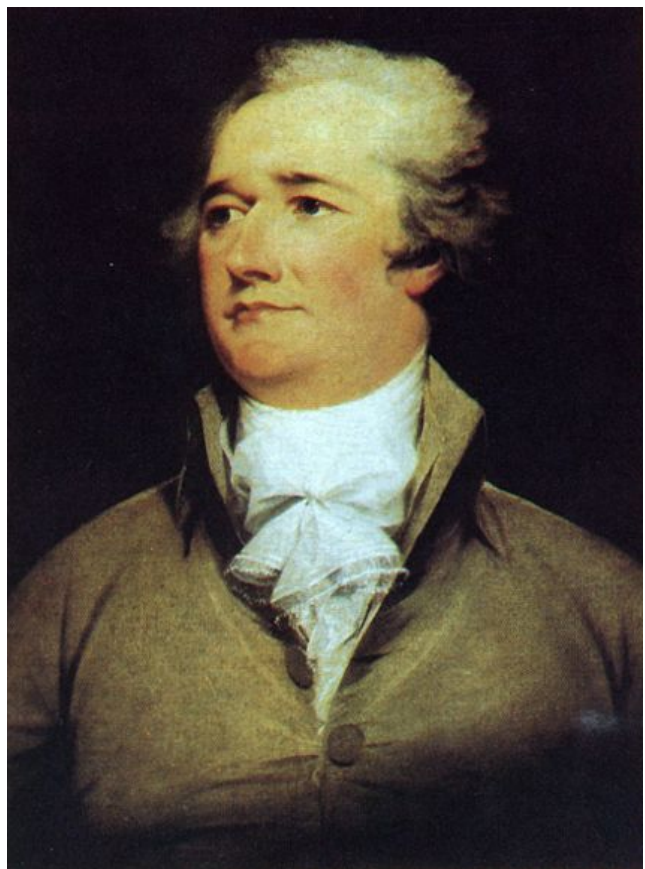
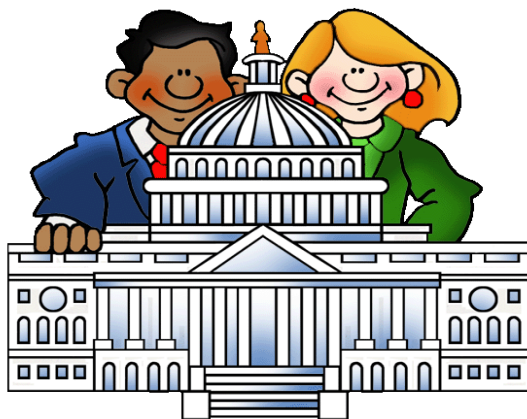
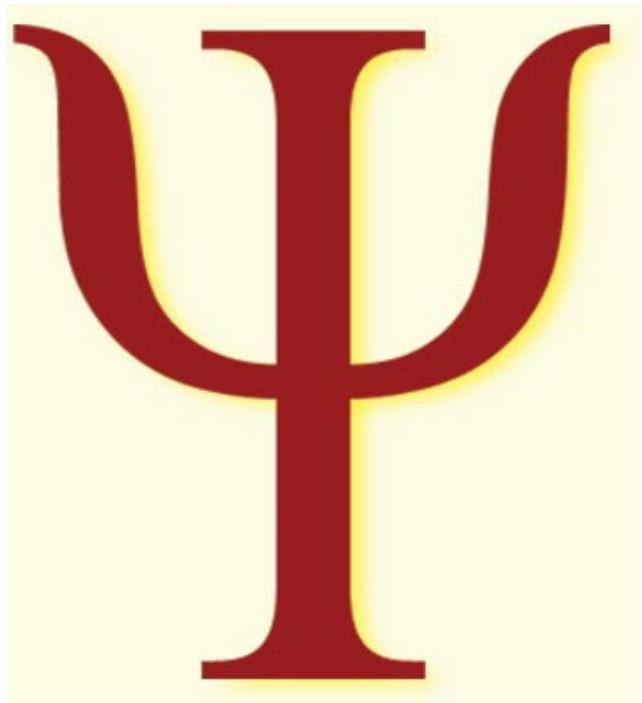
Vertigo (PG 1958) - Anxiety disorder.

What About Bob? (PG 1991) - Fun movie on treatment between therapist and patient.

Little Children (R 2006) - Family dysfunction and pedophilia.

What's Eating Gilbert Grape? (PG-13 1993) - Film on one man dealing with a depressed mother and mentally-handicapped brother.

The Woodsman (R 2004) - Deals with intense sexual disorder



RESOURCES

Internet:

Hard-to-find DVDs:

<http://www.moviesunlimited.com/musite/default.asp>

Internet Movie Database provides trivia and loads of information: www.imdb.com

Cable in the Classroom: www.ciconline.com

Miami-Dade County Public Schools' WLRN Television Station: <http://wlrnitv.dadeschools.net/>

Questions & Answers: Everything You Always Wanted To Know About The Movie Rating System: <http://www.filmratings.com/questions.htm#Q2>

Rotten Tomatoes: <http://www.rottentomatoes.com/>

Teaching with Movies: <http://teachingwithmovies.com/>

Teachwithmovies.com:

<http://www.teachwithmovies.com/members/index.html>

Wikipedia: (AHH Wiki it?!) www.wikipedia.org

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