

Hollywood or History? Lincoln (2012)

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Pros and Cons of Using Film in SS Classes

Pros

- Unique capacity of film to help students visualize events and concepts
- Develop personal connections to characters and events
- Sharpens analytical and interpretive skills
- Understand controversial issues
- Thoroughly investigate subject area content

Cons

- Lack of student engagement
- Potential controversy with films
- Proprietary issues and availability
- Time
- Inaccuracies or biases about the topic(s) being portrayed***
- Viewing a given film often limits students' opportunities to develop an informed understanding of the topic under study

Warm Up: What's "Wrong" with Lincoln
(2012)

"Lincoln filmmakers get it
wrong"

<https://www.youtube.com/watch?v=5obxP9boaso>

Hollywood or History?

- In an effort to develop a strategy that accentuates the positives of using film, Scott developed “Hollywood or History” as a way for his students to learn content while examining multiple sources to determine the accuracy of the film clip (*Gone With the Wind**).
- Since then, Scott and Charles have written/presented the strategy and partnered up with the co-presenters to write more lesson plans (including an edited book about the strategy).
- Today, we are going to talk more about how to use the strategy and provide you with a step-by-step discussion of the strategy based on the **Hollywood or History platform**.

Lesson Plans?

The lesson plans we can be found:

Gone with the Wind: Roberts, S.L. (2014). Effectively Using Social Studies Textbooks in Historical Inquiry. *Social Studies Research and Practice*, 9(1), 119-128. <http://www.socstrpr.org/wp-content/uploads/2014/04/MS-06541-Roberts.pdf>

Roots/ 12 Years a Slave: Roberts, S.L. & Elfer, C.J (2017). History or Hollywood? Inquiring about U.S. Slavery Through Film
<http://www.infoagepub.com/products/Cinematic-Social-Studies>

Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach United States History (2019). Edited by Scott Roberts and Charles Elfer. Information Age Publishing. 23 lesson plans by several authors.

* Upcoming: World History Edition (contact us if interested).

Developing a Hollywood or History Lesson Plan.

- For the rest of the session we will discuss the steps for developing a Hollywood or History Lesson Plan.
- We will use examples from the film Lincoln to illustrate each step.

Step 1: Selections

- Some **standards** lend themselves to analysis/inquiry better than others.
- In addition, some **films** lend themselves to this type of analysis better than others.
- Use **clips**, not entire movies
- We chose the films first, then made sure that they correlated well with a particular common core and/or state standard.
- **Ratings, availability, and historical accuracy.**
 - *The Patriot vs. Johnny Tremain*
 - www.safeshare.tv

Selected Films Clip/ Standards

	Lincoln Part 1 (Tyrannical)	Lincoln Part 2 (Reconstruction Plans)
Common Core Standards	CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	CCSS. ELA. Literacy . RI11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media...in order to address a question or solve a problem.
Content Standards	<p>Michigan US History: F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change</p> <p>Virginia US History: US1.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by...(d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;</p>	<p>Georgia US History: SSUSH10 Identify legal, political, and social dimensions of Reconstruction. a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln's assassination and Johnson's impeachment.</p> <p>Washington D.C. US History (8th): Describe Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence (e.g., his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and inaugural addresses in 1861 and 1865). (P)</p>
Movie Clip(s)	<p>"Buzzards guts, man" (Lincoln as a Tyrant) https://www.youtube.com/watch?v=lqjtugr2618</p>	<p>"Liberality all around" (Presidential Reconstruction under Lincoln) https://www.youtube.com/watch?v=BAunpxS8GX</p>

Step 2: Develop an Interesting Question

- Any inquiry-based lesson has a **question** that students are invited to answer.
- Sub-questions are also useful.
- With a Hollywood or History lesson, students need to evaluate whether the film clip is as an **accurate** account of history, **pure fiction**, or somewhere **in-between**.
- Students will determine the answer by analyzing and discussing **multiple sources**.
- You can develop more specific questions based on the film clip you are showing.

Step 3: Select your sources

- In order to decide how accurate the film is, students should be given **multiple sources to analyze**.
- Use **the textbook** (secondary source) as one of the sources.
- In addition, a **primary source** should also be used for the analysis.
- Examples of other sources that can be used: **documentaries, children's literature, photographs, maps, charts/graphs, letters, diaries, political cartoons**.

Selected Sources

	Lincoln Part 1 (Tyrannical)	Lincoln Part 2 (Reconstruction Plans)
Primary Sources	<p>Political Cartoon. No citation information available Avail: http://livinglincoln.web.unc.edu/2015/03/29/anti-commemoration/</p> <p>Abraham Lincoln, Letter to Horace Greeley. August 22, 1862. Avail: http://www.abrahamlincolnonline.org/lincoln/speeches/greeley.htm</p>	<p>Abraham Lincoln's Second Inaugural Address; endorsed by Lincoln, April 10. Avail: https://www.loc.gov/rr/program/bib/ourdocs/lincoln2nd.html</p>
Secondary Sources	<p>Article Excerpt: Hutchinson, Dennis J. (2010). "Lincoln the Dictator." South Dakota Law Review 55: 284-298.</p>	<p>Textbook: Shi, D. E & Tindall, G. B. (2016). America: A Narrative History, Vol 1. 10th Edition. New York: W.W. London and Company, 582-583</p>

Step 4: Develop a Graphic Organizer

- In order to help students organize their thoughts, they should be provided with a **graphic organizer**, etc..
- Our H or H organizers have the following **categories**:
 - Movie Clip
 - Textbook/Secondary Source
 - Primary Source
 - A box to respond to the question.

Step 5: Show the Film

- In order to bring student interest to the project, consider showing the **movie clip first**.
- When showing the film the students should jot down information about the **W,W,W,W, & Hs** that they saw in the movie.
- You may want to show the film twice or stop the clip to point out key elements.
- Give students a chance to **work together to analyze** the sources.

Step 6: Read the Textbook (Secondary Source)

- After showing the movie, have students read the textbook (**secondary account**) with a partner.
- Students should **describe** what the textbook says about the topic and write down what they learned.
- Students should **compare and contrast** the account in the text to what was portrayed in the film.

Step 7: Analyze the Primary Source

- Have students read the **primary source**.
 - The **difference** between a primary and secondary source.
- Understanding of the person or event based on an **“eye witness”** account.
- Have students **compare** the similarities and differences between the **primary** and **secondary** sources
 - ...as well as to the film.

Step 8: Hollywood or History?

- Have students **make a judgment** about whether or not they think the movie shows an accurate depiction of the topic under study.
- There is no **“right or wrong”** answer as long as students cite evidence to back up their claims.
- The length and nature of the response is up to the teacher.

Step 9: Line of Contention

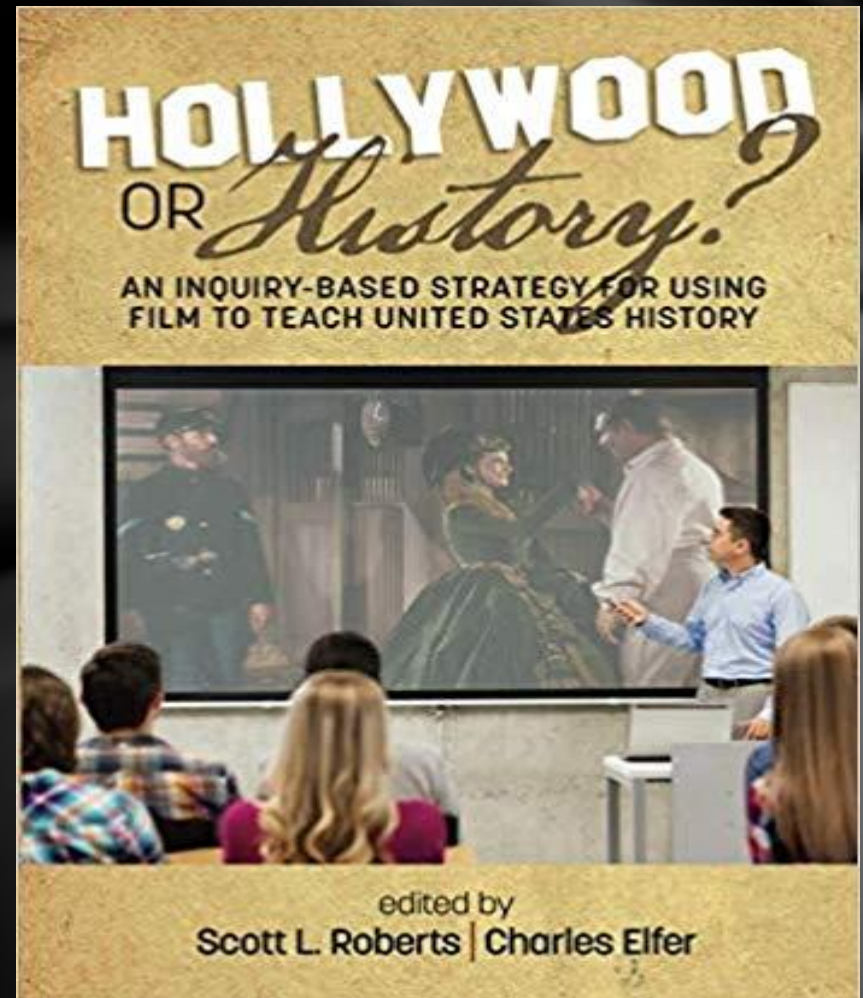
- After writing their response use a “**line of contention**” strategy to have students visual display how accurate they think the movie is.
 - 100% Hollywood (all fiction)
 - 100% History (all fact)
 - 50/50 (in between)
- Students must **describe the evidence** they found to help make their decision.
- A number of other concluding activities can be used as well.

Conclusion

- As social studies teachers, you have the opportunity to bring ideas like this to your **LA colleagues**.
- **Inquiry-based** lessons like Hollywood or History enable students to develop not only the **skills** required by the Common Core, but a greater understanding of social studies content as described in the C3 framework.
- This activity helps produce **active and informed citizens** by allow students to be critical readers and viewers of information from all types of sources, including primary.

Book-Secondary Lesson Plans

- 13 Secondary LPs in book:
- Pocahontas
- Liberty Kids
- The New World
- 12 Years a Slave
- Gettysburg
- The People vs. Leo Frank
- Iron Jawed Angels
- Flags of our Fathers
- The Untouchables
- The Ox Bow Incident
- Walk Out



Questions?

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