

Fifties "Fab Five" Film Focus!
RJH 1950s Unit 2014

In a group of five, you will view a film, and become "celluloid anthropologists" – discovering what life was like in the 1950s as portrayed in popular film. Members of your team will explore:

- Technology
- Fashion
- Language
- Culture
- Economy

Watch the film. Look in the background and the action in the foreground for your component to the film study. Look for things you can see and what you cannot be seen. Once you have selected your film, schedule a time to meet to put together your observations.

As a group, you are going to put it all together. Conference with Ms. Coombs about how you will present your information. Choices include:

- Slide show with audio track (VoiceThread)
- Video (news story, film review, or panel discussion think "The View")
- Poster/glogster with visual and written information.

Use the following outline for your observations:

Technology:

Electrical and mechanical tools and devices
(common and mundane as well as the new technologies)
packaging, conveniences, automobiles, appliances

Fashion (men's, women's, and children's)

Hairstyles
Clothing Styles
Accessories
Home Decor

Language:

Listen or read for:

Turns of phrase,
Slang,

Word choices that are different or new to you.

Look for signs, buildings, newspapers, etc. that

may appear in the background to as ways to convey the story.

Culture:

Traditions or routines
Manners and etiquette
Morals and values that are conveyed
Family structure and interaction of members
Ways that family business is conducted

Economy:

What do things cost?

How much do people earn?

How do people pay for things?

How can you tell the different economic classes? (Are we told or shown or both?)

Try to notice menus, ads in newspapers, or signs in store windows.

Listen for dialog that references economic "norms" that may be discussed.

Use the attached rubric to guide your work.

Film Choices:

Roman Holiday

[DVD] / Paramount Pictures ; produced by directed by William Wyle; screenplay by Ian McLellan Hunter and John Dighton.

1953

Available at RPL

Rebel Without a Cause

[DVD] / Screenplay by Stewart Stern; produced by David Weisbart; directed by Nicholas Ray.

1955 Stars James Dean, Natalie Wood.

Available at RPL, RJH

Rear Window

[DVD] /Directed by Alfred Hitchcock.

1954 Stars James Stewart, Grace Kelly

Available at RJH, RPL

The Trouble with Harry

Paramount Pictures ; Alfred J. Hitchcock Productions ; screenplay by John Michael Hayes

directed by Alfred Hitchcock.;

1955 Stars: Shirley McLain, John Forsythe

Available at RJH, RPL

Works Cited:

Matz, Karl A and Lori L Pingatore. "Reel to Real: teaching the twentieth century with classic Hollywood films". *Social Education*, 69, May/June 2005, 189 - 192.

1950s Film Study Rubric	1 Student does not meet standard	2 Student partially meets standard	3 Student meets standard	4 Student exceeds standard
<p><u>CCSS.ELA-LITERACY.SL.8.1.A</u> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Assigned Elements of the film are identified:</p> <ul style="list-style-type: none"> ✓ Economy ✓ Fashion ✓ Technology ✓ Culture ✓ Language 	<p>No allusions are identified. Discussion is weak.</p>	<p>Student can identify and discuss one or two allusions made in the film. They can discuss the ideas presented but cannot offer their own opinions.</p>	<p>Student can identify and discuss references made in the film as outlined in the directions. Student can cite evidence presented in the film and can offer their own reflections and opinions on the ideas presented.</p>	<p>Student can identify many references made in the film specific to the assigned component and can make connections between them. Student is prepared to not only answer questions, but is also ready to pose questions on the higher order of Bloom's.</p>
<p><u>CCSS.ELA-LITERACY.SL.8.1.B</u> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Student is unable to work in a group, Goals have not been met and/or deadlines have been ignored.</p>	<p>Student's participation in the group work is limited. Goals and deadlines partially observed. Individual role not completely. Interpersonal thinking is limited or needs improvement.</p>	<p>Student is able to work collegially and collaboratively, setting goals and deadlines and fulfill their individual role. Exhibits interpersonal thinking.</p>	<p>Student takes a leadership role and is able to work collegially and collaboratively, setting goals and deadlines and fulfill their individual role. Exhibits positive and strong interpersonal thinking.</p>
<p>Presentation shows planning and collaboration.</p>	<p>Presentation of information is unclear, connections to the content of the film are weak.</p>	<p>Presentation is clear and connections are made to the content of the film. Use of technology is weak or ineffective.</p>	<p>Presentation of information clear, creative, and is connected to the content of the film. Technology is used effectively.</p>	<p>Presentation of information is Clear, creative, connected to the content of the film and flawlessly integrates technology and/or media.</p>
<p>Academic Integrity & Digital Citizenship Products and presentation of work is original. Student has relied on credible sources of information when necessary and sources are cited.</p>	<p>It is clear that the student has not viewed the film. Ideas presented are not original.</p>	<p>It is clear that the student has not completely viewed the film or has not viewed for understanding.</p>	<p>It is clear that the student has viewed the film and understands it. Any research conducted or information gathered is cited.</p>	<p>The student has shown that they have viewed and understand the film and have gone beyond the film for understanding of the content. Sources are cited.</p>

