

U.S. History Week 6: May 11-15

Big Idea: Civil Rights Movement Through Film

Big Questions:

What makes a movement a movement?

In what ways does the Civil Rights movement need to continue?

When and why do people become upstanders?



This week we will learn about: The Civil Rights movement. (Since it's the start of AP Testing week, we thought we'd lighten your load a bit and teach through film!)

Background: While most of us have learned about the Civil Rights movement in some capacity, film is such a powerful way for us to evaluate and reflect on the people, events, and themes of this era. Slavery legally ended in 1865, but as we examined last week, that didn't end the oppression of African-Americans. Many historians consider the start of the Civil Rights Era to be the Supreme Court Decision, *Brown v. Board (1954)*, and the culmination to be the *Civil Rights Act* of 1968. As you view your film, evaluate the successes of this movement, and in what ways the fight needs to continue.

YOUR TASK THIS WEEK: 2 Parts!

PART I: Complete the following.

ASSIGNMENT: Watch *either* a feature film ("A") and write about it in your Journal Response; *or* watch an amazing documentary ("B") then write about it in your Journal Response.

- A) Watch one of the films below, preferably one you have not seen before. Many of these are rentable on Netflix, Hulu, Youtube or Amazon. Follow the steps in Journal Response listed below.

Civil Rights Film List

- Selma (2014)
- The Help (2011)
- Malcom X (1992)
- Harriet (2019)
- The Butler (2013)
- Mississippi Burning (1988)
- Remember the Titans (2000)
- Guess Who's Coming to Dinner (1967)
- In the Heat of the Night (1967)
- A Raisin in the Sun (1961)
- To Kill a Mockingbird (1962)
- Ghosts of Mississippi (1996)
- The Color Purple (1985)
- Hidden Figures (2016)
- Do the Right Thing (1989)
- Freedom Riders (2010)
- The Long Walk Home (1990)

*Note: Some of these films are R rated. *If you choose an R rated film, please make sure seeing the film is okay with your parents beforehand.*

- B) If you cannot or do not want to pay for a movie or don't have access to any of these via streaming platforms, please go to <https://www.youtube.com/watch?v=NpY2NVcO17U&t=7s> and watch "Eyes on the Prize," an amazing documentary chronicling the Civil Rights era. Follow the steps in the journal response below.

PART II: Journal Response-3 Part Film Analysis

Directions: This week's journal response is your movie review 3-part analysis (explained below). Make sure to complete each of the three parts. **Please submit via CANVAS when finished by Friday, May 15th.**

After you've watched the film, your written assignment is in three parts:

- **PART 1:** Write a detailed review of the film in **2-3** paragraphs. A review is not a plot summary, but an analysis. *How was the acting, setting, script, cinematography, dialogue, etc?* In your own words, rate the quality.
- **PART 2:** In **2-3** paragraphs, explain how this film relates to topics or ideas we read about last week or that we have discussed in class this year. How does it relate to the ***Four I's of Oppression?: Ideological, Institutional, Interpersonal, Internalized.** Explain your answer in detail. (See below for a refresher on the Four I's of Oppression)
- **PART 3:** Your final paragraph should explain what new things you learned about the Civil Rights movement from this film that you didn't know. Please be specific and describe as many things as possible. What **questions** have arisen?

***The 4 I's of Oppression**

- IDEOLOGICAL:** Any oppressive system has at its core the IDEA that one group is somehow better than another, and in some measure has the right to control the other group.
- INSTITUTIONAL:** The idea that one group is better than another transcends into the institutions of the society (laws, government, media, economy, education etc)
- INTERPERSONAL:** The idea and the institutions that one group is better than another affect how people treat each other
- INTERNALIZED:** Oppressed people internalize the *ideology* of inferiority, they see it reflected in the *institutions*, they experience mistreatment *interpersonally* from members of the dominant group, and they eventually come to *internalize* the negative messages about themselves.

***None of these four aspects of oppression can exist separately; each is completely supported by the others.