

Permission Slip

Dear Parents and Guardians,

Our United States History class is currently discussing and learning about the decade of the 1920s. We are now moving into two days of lessons that pertain to prohibition and organized crime that took place in the decade. I intend to play the movie *Untouchables* in class because it is a great representation of some of the social problems of the time period. It does well to show the constant battle of morals and back and forth struggle with crime. I believe the film is important to show that there are other resources other than books that students can learn from. We will use the film to discuss certain issues and create our own opinions about prohibition and organized crime.

With all that said the film does contain violent scenes and some explicit language. I intend to do my best to forward through the explicit scenes, but I cannot guarantee not missing some sections.

There will be an alternate assignment for the students who are not allowed to watch the movie in the form of a three page position paper.

Thank you,

I hereby allow (Print name of student) to watch the film *Untouchables* in class.

Signature-

Roaring Twenties

Course: United States History

Unit: Roaring Twenties

Lesson Title: Prohibition and Organized Crime

Inquiry: How did the 18th amendment assist in being a catalyst to organized crime?

Objectives: Students will know and be able to:

- Analyze film as a representation of history.
- Create opinions about prohibition and organized crime using primary and secondary sources.

Scaffolding: An explanation by the teacher as to how to watch the movie needs to be done before the actual viewing of the movie. There is also a guided sheet the students will have to fill out throughout the movie to keep them on track and looking at certain themes they might not notice. Also, a reading can be assigned by the teacher to provide a general knowledge base of the topic at hand.

Materials: Movie “Untouchables”, guided worksheet, pencil

Procedure:

Grabber: Open class with a demonstration. Open a pack of gum and put a slice in your mouth and begin to chew it. While chewing the gum state to the class that gum chewing in class is not allowed. Turn your back to the class and quickly spin around back to the class and tell them, but for a certain favor or money you may be able to look or bend the rules. There may seem puzzled, but that is good because it will create intrigue into what the lesson is about.

2- Explain that they will be watching a film that describes many of the issues dealt with in the 1920s dealing with crime and the abolishment of the sale of alcoholic beverages. They need to understand that some ideas can be taken away from the movie, but a lot of it is Hollywood’s rendition of history.

3- Pass out the movie worksheet and explain that the class needs to fill this out during the movie.

4- Begin the movie.

Closure: Stop the film about five minutes before class ends and go over some questions on the worksheet. Answer any questions students may have and have them answer how the characters are depicted.

Assessment: The ongoing completion of the worksheet is the only assessment for this lesson.

State Standards:

- gather historical data from multiple sources
- examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion
- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate changeover time

Guided Movie Worksheet “Untouchables”



What is the problem addressed in the movie?

Do people obey the law? Who does and who doesn't?

Who is Elliot Ness, Al Capone?

Why is it difficult to control prohibition?

What is the setting and atmosphere of the movie?

What are bootleggers and Speakeasies?

How does this movie reflect the time period effectively and how does it not achieve this goal?

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Procedure:

- 1- Have a free write as a warm-up activity with the question, “Do you agree with prohibition why or why not?”
- 2- Discuss the student’s answers orally.
- 3- Tell the students that we will continue the film today not from where we left off about a half hour from the end of the film in order to see the ending.
- 4- Play the film.

Closure: Stop the film five minutes before class ends and go over the last few questions on the worksheet and collect the sheets. Also, ask student responses to the movie to see if it was applicable and enjoyable.

Assessment: The assessment is both formal in the form of summative assessment in the worksheet collection to see if students completed all of the questions and gained understanding from the movie. Also, informal in terms of discussion of their free- write answers.