



Book Series

Hollywood or History

Series Editors

Scott L. Roberts, *Central Michigan University*; Charles J. Elfer, *Columbus State University*

Teaching and learning through Hollywood, or commercial, film productions is anything but a new approach and has been something of a mainstay in the classroom for nearly a century. Purposeful and effective instruction through film, however, is not problem-free and there are many challenges that accompany classroom applications of Hollywood motion pictures. In response to the problems and possibilities associated with teaching through film, we have developed the Hollywood or History? book series. The series consists of a collection of collaboratively developed practical, and classroom-ready lesson plans that might assist K-12 history/social studies teachers endeavoring to make effective use of film in their classrooms. Using the Hollywood or History? strategy, each lesson plan offers teachers an inquiry-based approach which allows students to analyze motion pictures, television shows, documentaries, and cartoons using multiple sources.

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Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach World History

Scott L. Roberts, Central Michigan University; Charles J. Elfer, Columbus State University

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The challenges of teaching history are acute where we consider the world history classroom. Generalized world history courses are a part of many, if not most, K-12 curricular frameworks in the United States. While United States history tends to dominate the scholarship and conversation, there are an equally wide number of middle-level and secondary students and teachers engaged in the study of world history in our public schools. And the challenges are real. In the first place, if we are to mark content coverage as a curricular obstacle in the history classroom, generally, then we must underscore that concern in the world history classroom and for obvious reasons. The curricular terrain to choose from is immense and forever expanding, dealing with the development of numerous civilizations over millennia and across a wide geographic expanse. In addition to curricular concerns, world historical topics are inherently farther away from most students' lives, not just temporally, but often geographically and culturally.

Thus the rationale for the present text, *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach World History*. The reviews of the first volume *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach United States History* have been overwhelmingly positive, especially as it pertains to the application of the strategy for practitioner. Classroom utility and teacher practice have remained our primary objectives in developing the *Hollywood or History?* strategy and we are encouraged by the possibilities of Volume II and the capacity of this most recent text to impact teaching and learning in world history. We believe that students' connection to film, along with teachers' ability to use film in an effective manner, will help alleviate some of the challenges of teaching world history. The book provides 30 secondary lesson plans (grades 6-12) that address nine eras in world history.

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