

The Land Has Eyes

Unit Plan 1 (Grades 9-12: Focus on High School)

Unit Plan for Grades 9-12:

Social Studies in grades 11-12 focuses on developing an understanding of historical events from classical civilizations through the present. The film The Land Has Eyes will be used in this unit to focus on analyzing the storytellers' (in this case the filmmakers') perspective of events. Students will develop their knowledge of historical events in the Pacific. Students will also develop their ability to examine the use of media to positively and negatively influence audiences regarding events in the Pacific area. They will use their expertise in Pacific history and perspective to develop a rubric by which to critique Pacific films. All of Hawaii's Content and Performance Standards can be viewed through the Hawai'i Department of Education website at www.doe.k12.hi.us.

The following can be used to guide a unit of study lasting approximately four weeks in a Social Studies class. The objectives and activities listed can be used as guides to lesson plans.

Hawai'i Content and Performance Standards Grades 6-12

Social Studies Standard 3: WORLD HISTORY-Understand important historical events from classical civilization through the present

Social Studies Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world

Language Arts Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical

Grade 11

Social Studies Benchmark SS.11.3.3 Explain the impact of the exploratory and commercial expeditions of [Captain James Cook in the Pacific]

Social Studies Benchmark SS.11.3.17 Examine critical human rights issues in the contemporary world

Social Studies Benchmark SS.11.7.2 Use tools and methods of geographers to understand changing views of world regions

Language Arts Benchmark LA.11.3.3 Analyze how a literary text is related to historical, cultural, and/or political themes and issues (e.g., women's place in society, sovereignty of native groups)

Essential Question:

How is media, such as film, used to influence audiences regarding events in the Pacific area?

Objectives--Students will learn about:

- The explorations of the Pacific by various western explorers and the portrayal of these events in various media
- The techniques used in writing and film to present material through a particular perspective
- Creating written material that is persuasive and demonstrates a certain perspective

Students will be able to:

- Describe, explain, and analyze explorations in the Pacific and discuss how these events are portrayed in written and film work
- Describe, explain, and analyze current human rights issues, particularly those of Native people, in the context of western colonization
- View films using a rubric to determine its objectivity or its effectiveness at portraying a certain perspective

Assessment Tasks (Used as a guide to activity centered lesson plans)

Task #1:

- View video tape The Land Has Eyes
- Students will research the history of the Pacific in the area of Rotuma and give a brief history that would explain the relationships viewed in the film
- Students will view at least two other movies that present a Native perspective and compare the three movies as to the:
 - Effectiveness of the filmmaker to portray a Native perspective
 - Ability of the filmmaker to bring the written material to life in film (if the film is based on a novel or short story)
 - Ability of the film to influence the audience to sympathize with the characters

Task #2:

- Students will research how human rights issues in different areas are portrayed through several perspectives
- Students will demonstrate the ability to discuss perspective in a written piece and produce written work that is meant to present only one perspective of an issue that can be viewed through multiple perspectives

Task #3:

- Students will research the travels and discoveries of Captain James Cook
- Students will conduct a debate regarding the knighting of Captain Cook
- Students will support one side of the issue (one pro-Captain Cook, one pro-Natives of places conquered by him)

Activities: (Based on Assessment Tasks above)

Task #1 (Identifying and Judging Perspective)

- Students will create rubrics that describe how “perspective” is shown in movies
- Students will create rubrics that describe how “perspective” is shown in written material
- Students will watch several films (such as U, or U) about the Pacific area and use their rubrics to determine the effective communication of perspective in the films

Task #2 (Human Rights Issues: Who Tells the Story?)

- Students will identify a human rights issue i.e., (slavery, illegal immigration, abortion, discrimination) and at least two pieces of writing or movies made about the issue that are from two different perspectives
- Students will use the rubrics they have developed in task #1 to critique each piece and write a review of the material
- Students will create a piece of work (film, written opinion paper, etc.) that demonstrates their own perspective of the issue

Task #3 (The “Knighting of Captain James Cook”)

- Students will research the impact of the travels and discoveries of Captain James Cook on the Native people of the Pacific
- Students will use their knowledge of persuasive writing and perspective to support his knighthood (his descendents) or reject it (the Pacific people)
- Students will present their arguments before another class of students who will make a final judgment
- Students will develop processes to make decisions about issues that are supported by two very different perspectives