

World History Video Permission Form Dahlberg

There will be videos shown during the semester to *supplement* learning including the formulation of arguments, writing thesis statements, enhancing content knowledge, sharpening debate and discussion skills, and building a personal connection to history. All videos will be standards-driven and will include an activity that continues development of targeted historical thinking skills.

According to Brigham Young University, when “used correctly, films can provide a concrete focus for instruction in the classroom. Viewed either in short segments (clips) or in their entirety, films can provide a new learning experience and a dynamic supplement to traditional lecture or textbook formats... The positive results of using film in the classroom are significant. Film can provide a visual image and a sensory experience that cannot be generated with the same magnitude elsewhere. Film can give life and dramatize a specific idea or activity that otherwise might go unnoticed. It can personalize history and provide a means to study the past as an active participant rather than a passive observer. Film can be a catalyst for class discussions and debate. Film links disciplinary perspectives and can serve specific courses or units in conjunction with other media. Theoretical issues can be enlarged on the screen that can motivate writing and promote further research on a subject, event, or person.”

The following films are rated R or are the directors cut (to provide historical context of an event). There is no guarantee that all the films will be viewed.

Elizabeth (R)
Robin Hood (Directors cut, 2010 version)
Kingdom of Heaven (R)
Braveheart (R)
Troy (2004) (R)
Gladiator (R)
Defiance (R)
Enemy at the Gates (R)
300 (R)
The Last Samurai (R)
The Messenger (R)
The Patriot (R)
Zulu (1964 version—this film does NOT have a rating)
Saving Private Ryan (R)

Parent/guardian Permission Confirmation Dahlberg, World History

By signing below, the undersigned states that they have had time to review and grant permission for their student to view the films on this list. *Parents reserve the right to say “No” for these films*—and as such, an appropriate historical research essay will be assigned to replace the video assignment.

Date _____ Block _____

Student Name (print) _____

Parent Name (print) _____

Parent Signature _____

Parent Phone Number (optional) _____

Parent E-Mail (optional) _____