(1) Evaluating Internet Resources: Most of what is posted on the Internet has never been subjected to the rigors of peer review common with many traditional publications. Students must learn to evaluate the reliability of information of the websites they visit.

- Select two websites that provide information about a topic related to your curriculum. Cite the URLs and names of both sites and explain which is more reliable using evaluation criteria.

http://www.imdb.com/

The Internet Movie Data Base is the most comprehensive film and television resource I have ever seen. It is an industry staple and it has been around since 1990.

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“The Internet Movie Database (IMDb) is a HUGE collection of movie information. We try to catalog every pertinent detail about a movie, from who was in it, to who made it, to trivia about it, to filming locations, and even where you can find reviews and fan sites on the web. We then do our best to present this information in a manner that is easy to search and access.”

The information is accurate and current. Not only does it have information about nearly all films in existence it also has information about actors, directors and almost all the cast and crew listings on each films. The website also has information about budgets and grosses. A user can pay a little more for IMDbpro where information about contact with agents, managers, etc. can be accessed for the professional trying to put a film together.

The information on this site is exceedingly reliable because members of the film industry rely on it everyday to find out about people and their history in the industry. However, it is not guaranteed accurate and site removes itself from legal responsibility if the information turns out to be inaccurate.

http://www.simplyscripts.com/movie.html - Simply Scripts

Is a site to download movie scripts from current films to classics. The site is comprehensive however I will tend to distrust the veracity of some of the scripts.
This site is newer to me and it appears less reliable than IMDb. There are misspellings and much of the information seems to be fueled by insider gossip and script leaks that are not supposed to be seen. The layout is less structured and eye pleasing than the other site. However, there does seem to be real scripts presented with bogus ones.

I would suggest this site to my students because it does have many useful resources and it is a get site to find examples of professional scripts in the correct formatting. I would not trust everything posted on it though.

(2) Electronic References: Since we live in the Information Age, it is particularly important that teachers are able to access and evaluate information to prepare accurate, up-to-date lessons, and to teach their students the principles of electronic research. In this activity you will examine a variety of electronic references in your quest to acquire information for lessons or other professional activities.

- Identify two topics to research using electronic references (broadcast news, almanacs, quotations, etc.). Research the first topic using at least one resource from each of five categories of electronic resources. Repeat the process with the second topic, using references from five additional categories. Include the URL, name of the resource, key information acquired, and a screen capture from each resource. (See examples of research ideas).
- Identify the special features (e.g. hypertext linking of terms, Boolean search capabilities, archival search, knowledge tree, downloadable movies, online audio transcripts, animations, translations, reference lists, printer-friendly output, multimedia links, PDA or bookreader download, visible directory structure, etc.) of each of the reference tools you have used.
- List criteria for determining the authenticity of information on a website.
- Compare and contrast electronic references with their traditional paper counterparts. Discuss at least ten tasks or features that are possible with electronic resources that are not possible with traditional paper resources.
- Develop a lesson plan that incorporates electronic references. Your lesson plan should require students to use two or more electronic references to address a specific curricular objective.

Topic 1: *The Red Scare and the Blacklisting of Screenwriters*

Modern Day McCarthyism – News magazine - article
http://www.newsweek.com/id/118152
An article about how the press can be manipulated for malicious reasons. Equates McCarthyism with gossip mongering in the modern era. Makes the red scare relevant to the world we live in.

Hollywood Ten video – Google video archive – film clip

A period film clip indictment of the McCarthy era during the McCarthy era. Showing screenwriters in their own words during the blacklisting in Hollywood. Gives an indelible sense of history with images and voices from the 1950s.
Revisiting McCarthyism in Patriot Act Era NPR broadcast


Discussion on NPR dealing with the relevance of McCarthyism related to the Patriot Act actions of the modern government.
Topic 2: *Screenplay Comparison to Film Clip*

Full Sail Foley demonstration: [http://www.youtube.com/profile?v=Zw0kDzrfuo0&user=FullSailVideos](http://www.youtube.com/profile?v=Zw0kDzrfuo0&user=FullSailVideos)

Screenplays found are all in proper formatting and are most likely the actual scripts used by the studios to produce these films. There is a slight possibility they are bogus due to the bootleg nature of some screenplays but it is an unlikely eventuality. Even if these film scripts are not completely authentic the students reading them is still a valuable exercise. I might even have the students evaluate the authenticity of the scripts themselves. It can become a class discussion.

CHINATOWN
by
Robert Towne

THIRD DRAFT
October 9, 1973

1  FULL SCREEN PHOTOGRAPH

grainy but unmistakably a man and woman making love.
Photograph shakes. SOUND of a man MOANING in anguish.
The photograph is dropped, REVEALING ANOTHER, MORE
compromising one. Then another, and another. More moans.

CURLY'S VOICE
(crying out)
Oh, no.

2  INT. GITTES' OFFICE

CURLY drops the photos on Gittes' desk. Curly towers
over GITTES and sweats heavily through his workman's
clothes, his breathing progressively more labored. A
drop plunks on Gittes' shiny desk top.

Gittes notes it. A fan whiffs overhead. Gittes glances

Chinatown clip: http://www.youtube.com/watch?v=HHC7PCuv3UQ
Indiana Jones and the City of the Gods screenplay by Frank Darabont


This is an example of an alternate version of a screenplay for the latest Indiana Jones (Indiana Jones and the Kingdom of the Crystal Skull) film. This script was never produced. An excellent lesson plan can be to have the students read this script and screen the film in class. Then discuss the differences in the two versions and have them hypothesize why the filmmakers decided to change the scripts. Also do they feel the released version of the film is different enough to have the writing credit given to other writers. Are there similarities and what are they?

10 Tasks and Features Possible with Electronic Resources not possible with paper counterparts

1. Video of actual events makes it more real
2. Film and video from the time period can give the event perspective
3. An archived radio broadcast can give multiple points of view at once
4. A person can hear words spoken by the relevant historical speaker
5. Internet research is much faster
6. There are less limitations with electronic research; the world is available
7. Research can be done at home rather than at the library
8. One word searches can give a researcher resources he/she didn’t know existed
9. Translation software allows the researcher to look at text in a different language
10. The visual aspect of electronic research gives the researcher insights before now never even dreamed possible

A lesson for my students using the search engines on the simply scripts page and you tube would be to find five minutes of film and correspond them to five pages of script text and do an analysis of the two. Find three similarities, three differences and find reasons for why these changes may have been made. If there are no differences whatsoever, explain what that says about the filmmaking team.

(3) Educational Research: Teachers should be familiar with research related to the teaching of their discipline. The Educational Research Database (ERIC) and Scholar provides access to abstracts from numerous educational publications, and is the best place to start when conducting educational research.

- Find two or more full text articles and two or more abstracts of recent, relevant research related to the use of technology in the teaching of your subject. Include the text in your electronic portfolio. Summarize implications for the teaching of your subject. Cite the articles using APA format.
ROBERT A. GICALONE and CAROLE L. JURKIEWICZ

LIGHTS, CAMERA, ACTION: TEACHING ETHICAL DECISION MAKING THROUGH THE CINEMATIC EXPERIENCE

(Accepted 9 May 2000)

ABSTRACT. This article provides a description of how a movie exercise can be used to demonstrate to students the complexities of business ethics. Using the exercise as an application of theory and as a tool for cognitive development, it serves to deepen the students' understanding of complex ethical issues. A step-by-step methodology, along with possible variations of the exercise, are provided. A list of movies is also provided and the measurable pedagogical benefits of the exercise are discussed.

In the perpetual search for techniques to make business ethics accessible and interesting to students, faculty have tried a number of different techniques. This article details how movies can be used to illustrate and integrate ethics at work, and in everyday life.

Connecting the ethical issues interwoven in cinematic characters, plots, and outcomes to business ethics provides students with an interesting way to learn the nuances of ethical decision making. It helps to assert for the student that ethical issues in everyday life are not distinct and separate from those issues at work. Quite the contrary, students discover the same core ethical dilemmas can surface in a myriad number of ways. It has been suggested that integrating students' value structures through ethical inquiry that spans both personal and professional issues can serve to elevate ethical behavior in the workplace (Van Wart, 1998; Cooper, 1999).

By providing an inroad through which students can grasp the complexities of ethical systems, the use of movie provides a link that can bridge the gap between experiential learning and theoretical understanding. The specific steps, benefits, variations, and potential confounding factors of using movies are illustrated here in full.

THE EXERCISE

The exercise itself is conceptually simple: students are asked to choose and view a movie that dramatizes an ethical dilemma that might be experienced at work. Students are then asked to address a series of issues (described below) that help them realize and develop the connection

TEENAGERS' SIGNIFICANT EXPERIENCES IN AESTHETIC AREAS:
SOME EMPIRICAL OBSERVATIONS REGARDING
THE ROLE OF DRAMATIC ART

Leif Finnäs
Department of Education, Åbo Akademi

Publication date: 15 Dec 2008
Both these articles discuss the benefits of using cinema and the dramatic arts as teaching tools. These not only focus on my subject area but allow my subject area to branch out into others. I can use cinema to teach ethics as in the first article or teach and have the students reflect about the Teenage experience through cinema. These articles are encouraging because it demonstrates that education as a whole is headed toward a using cinema and video. This shows an advancement in the technology of teaching tools and also shows that my subject area tends to figure greatly in the future of education.
(4) Multimedia teaching resources: At many libraries, teachers can obtain cards which give them special privileges as educators, including the ability to check out more resources and keep them longer. Teachers can check out books, CDs, DVDs, and videos.

- Find a video related to the teaching of your course in the Los Angeles Public Library System (or other public library system), CSUN main library, or the CSUN Teacher Curriculum Center, or online service. Skim the video and write a synopsis of the video and a description of how you would use it in your classroom. Include three questions from a published study guide, or make your own study guide.

This DVD demonstrates the powerful link between movie making and music. It discusses how a score can make or break a film. Veteran filmmakers and composers discuss the power of this link. The short 57 minute film would be ideal for a class period and has interviews with renowned filmmakers like Francis Ford Coppola and Spike Lee—an excellent video for me to incorporate into my sound effects and music unit.

Study Guide Questions

1. Think of a favorite film and discuss how the sound and music in that film makes the experience more powerful.
2. Find THREE quotes from the film about music that impressed you or stuck in your memory.
3. Why is music often considered the “emotion of film?” Describe three examples from the film that could illustrate this point.
4. Write a 3 page script keeping in mind the power of music and how it can enhance your story.