

Cobblestone™

Hollywood and the Rise of Motion Pictures

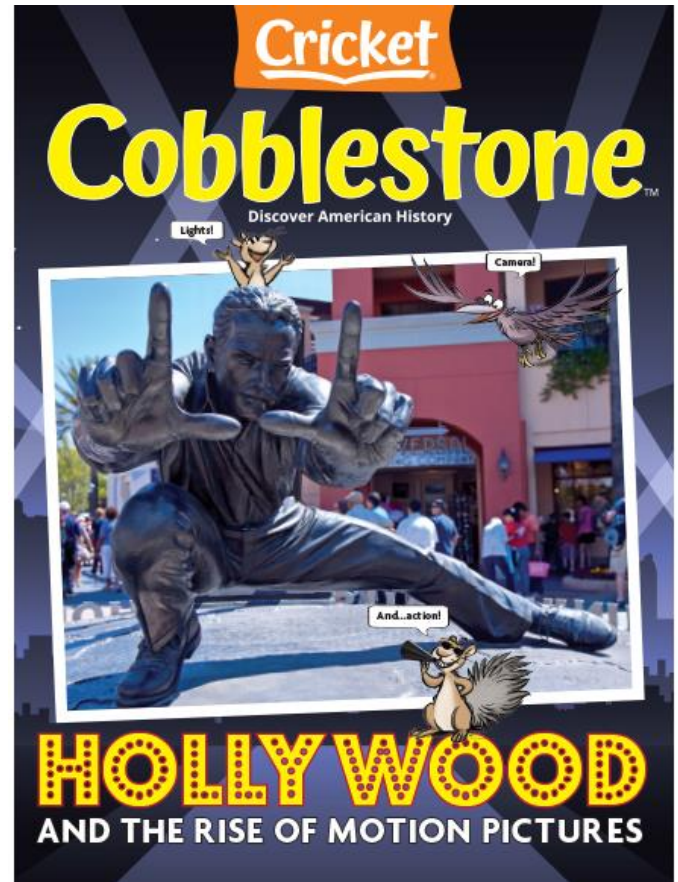
Use the articles, lessons, and activities in this Teacher Guide to help students learn about Hollywood, California and the development of the film industry.

CONVERSATION QUESTION

Why was the city of Hollywood so important to the development of the film industry?

TEACHING OBJECTIVES

- Students will learn about Hollywood and the film industry.
- Students will understand how Hollywood changed over time because of the film industry.
- Students will create a timeline.
- Students will learn about the people who built the first movie studios.
- Students will explain how the film industry affected the movements of film directors and the development of studios.
- Students will create and use a chronological sequence of events.
- Students will conduct research.
- Students will learn about the different roles of people in the movie industry.
- Students will understand how different human resources are needed to produce movies.
- Students will create an advertisement.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

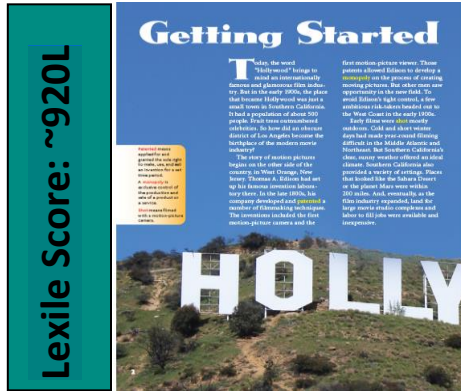
- **Getting Started**
Expository Nonfiction, ~920L
- **Movie Moguls and Studio Sharks**
Expository Nonfiction, ~990L
- **Behind the Scenes**
Expository Nonfiction, ~1030L

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Getting Started

pp. 2–3, Expository Nonfiction

Use this article about the development of Hollywood to help students understand how it became a center for the film industry.



RESOURCES

- Sequence of Events

OBJECTIVES

- Students will learn about Hollywood and the film industry.
- Students will understand how Hollywood changed over time because of the film industry.
- Students will create and use a chronological sequence of events.

KEY VOCABULARY

- obscure** (p. 2) not known to many people, not clear or plain
- cinema** (p. 3) the production of movies as an art or industry
- convey** (p. 3) to communicate ideas or feelings indirectly, with or without using words

ENGAGE

Conversation Question: Why was the city of Hollywood so important to the development of the film industry?

Ask students if they have ever been to Hollywood, or even to California. What was it like? Ask the class what they know about Hollywood. Is it just a city in California? What do they think of when they think of Hollywood? Explain that for most people, Hollywood has come to be associated with the movie industry.

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using two or even three of the words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

- What were some of the reasons why Hollywood was a good place for the making of movies?
- In what ways was the movie industry not good for Hollywood's inhabitants?
- What might be some of the reasons that not many movies are actually made in Hollywood anymore?

CONCEPT/SKILL FOCUS: Sequence of Events

INSTRUCT: Explain to students that this article describes the sequence of events that made Hollywood develop from a small dusty town to the center of the film industry in the 20th century.

ASSESS: Working in pairs, have students identify the events of the article and then fill in the *Sequence of Events* graphic organizer as a chronological timeline of those events. Have students compare their timelines with the rest of the class and discuss any differences.

EXTEND

Social Studies: Invite students to use print and digital sources to identify some popular locations for movies to be made today.

Sequence of Events

Understanding the sequence of events helps to see how a place and an industry evolve over time. Starting with Hollywood as a small town in the early 1900s, add the year and the event for the sequence of events that led to Hollywood's rise and fall as the center of the moviemaking industry.

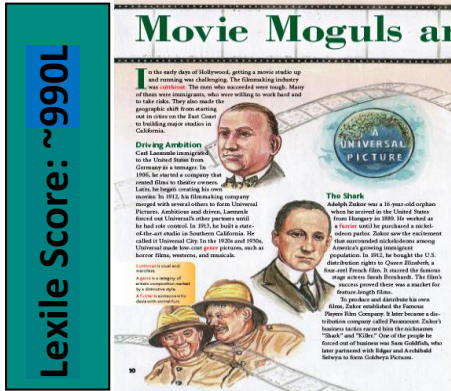
Event	<ul style="list-style-type: none">• early 1900s• Hollywood is a small town of only 500 people.
Event	
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Movie Moguls and Studio Sharks

pp. 10–13, Expository Nonfiction

Use this article about the men who started some of the most famous studios in Hollywood, and how they relocated from the East Coast to make Hollywood a center of the industry.



OBJECTIVES

- Students will learn about the people who built the first movie studios.
- Students will explain how the film industry affected the movements of film directors and the development of studios.
- Students will conduct research.

KEY VOCABULARY

- **immigrants** (p. 10) people who have come into a foreign country in order to live there
- **tactics** (p. 10) particular methods or plans for achieving something
- **quip** (p. 11) a clever, witty, and usually taunting remark

ENGAGE

Conversation Question: Why was the city of Hollywood so important to the development of the film industry?

Ask students if they can name some of the big movie studios that make today's movies. Do they think that today's studios are owned by one single person or just a few people? Discuss with them how studios today are owned by huge companies that usually work in other industries as well. Compare this to the early days of moviemaking, when studios were created and operated by one person who created a company just for making movies.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. Many early movie studios were founded by men who were _____ or came from _____ families.
2. Adolph Zuker was called The Shark because of the _____ he used in doing business.
3. Many comedians are known for saying funny _____.

READ & DISCUSS

Have students answer these questions after reading the article.

1. How did these eight men help make Hollywood and the West Coast the center of moviemaking?
2. What characteristics did the movie moguls have in common that made them successful?
3. What caused the collapse of the studio system of making movies, and ended Hollywood's Golden Era?

SKILL FOCUS: Compare and Contrast

INSTRUCT: Explain that the end of the studio system not only ended the Golden Era of Hollywood, but changed who made movies. Today movies are made by huge companies that work in many different entertainment industries. Have students work in pairs and use digital and print sources to identify three major moviemaking companies today, giving an example from each of a recent movie made by that company. Also have them research what these companies do besides movie making.

ASSESS: Have students present their research to the class.

EXTEND

Art: Have students create and name their own movie company and draw a logo or design for the company that would appear in the opening part of a movie.

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Behind the Scenes

pp. 14–15, Expository Nonfiction

Use this article about people who work behind the scenes in the movie industry to help students understand how many resources are required for moviemaking.



OBJECTIVES

- Students will learn about the different roles of people in the movie industry.
- Students will understand how different human resources are needed to produce movies.
- Students will create an advertisement.

KEY VOCABULARY

- **script** (p. 14) the words of a film, play, broadcast, or speech
- **post-production** (p. 14) work done on a film or recording, such as assembling film footage, adding music, dubbing, and sound effects, after filming or recording has taken place
- **latex** (p. 15) a compound often used for special effects makeup, body painting, and mask-making

ENGAGE

Conversation Question: Why was the city of Hollywood so important to the development of the film industry?

Ask students what they know about the different jobs that are a part of making movies. How many different jobs can they think of? What job(s) do they think are the most important for making movies? Can movies be made without all these different people working together? What job would they themselves most likely want to do?

INTRODUCE VOCABULARY

Have students work in pairs to use the three vocabulary words, plus at least seven more related to the movie industry, to create a crossword puzzle with written clues for each word. Have students trade puzzles and complete them.

READ & DISCUSS

Have students answer these questions after reading the article.

1. Why are there so many different jobs necessary for movie making?
2. Do you think there are more jobs needed to make movies today than during Hollywood's Golden Age?
3. What job would they most like to have, and why?

SKILL FOCUS: Analyze Work Characteristics

INSTRUCT: Explain that every job in the movie industry requires specific skills and abilities. The article describes the different roles that people perform in moviemaking, and what they are. Explain that each of these jobs requires those people to have or learn certain skills. Have students work in pairs to review the article and choose one of the jobs mentioned to research, using digital or print resources. Then have them create a Help Wanted Job advertisement for that job, listing the skills and requirements needed for the job.

ASSESS: Have students “post” finished Help Wanted ads. Allow students to “apply” for different jobs by providing basic background information, experience, and why they are interested in the position.

EXTEND

Math: Have students research the average salary for each one of the jobs in the article, as well as the pay for actors who are stars and actors who are supporting actors. Create a bar graph comparing the salaries of all these people working in the movie industry.