**EQUALITY FILM FESTIVAL** Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**Critical Review**  “Could a greater miracle take place than for us to look   
 through each other’s eyes for an instant.” – HDT

Like service, film enables people to experience realities that are different from their own. Students will have the opportunity to explore the struggle for civil rights, women's rights, disability rights, or LGBTQ rights by viewing two films of their choice from a menu of options.  Although film is often used to raise awareness about injustice, build empathy, and foster understanding of diverse perspectives, it can also perpetuate stereotypes or political propaganda.  Complete the chart for each film viewed.

|  |  |
| --- | --- |
| FILM TITLE |  |
| KEY MESSAGES |  |
| WHO IS THE TARGET OF THE OPPRESSION? |  |
| IDENTIFY THE CAUSES OF THE OPPRESSION |  |
| WHAT MIGHT CRITICS OF THE FILM SAY? |  |
| HOW DOES THIS FILM RELATE TO OUR STUDY OF THE 14TH AMENDMENT? |  |

**Oppression:** the state of being subject to unjust or unfair treatment

**14TH AMENDMENT:** No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.  
 *FOR TEACHER USE ONLY*

|  |  |  |
| --- | --- | --- |
| **Obj.** | **Description** | **Score** |
| 9 | Identify the causes of oppression against minority groups and analyze proposed solutions. | \_\_\_\_\_ out of 10 |
| 14 | Analyze issues through the critical use of credible sources. | \_\_\_\_\_ out of 10 |

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