**Film Analysis: The Psychology Behind and Within**

***Rebel Without a Cause***

**Mr. Cass: 2018**

**Adopted 2013: Gunnar**

**Objective:** Students will gain a better understanding of familial roles during the 1950s compared to roles today as well as how parenting styles may affect the behavior of teenagers both then and now.

**Task 1**: Students will view the film *Rebel Without a Cause* and analyze the three main characters: Plato, Judy, and Jim in relation to parenting styles discussed in the class earlier in the unit.

**Background and Guiding Questions**:

Plato, Judy, and Jim come from dysfunctional families, resulting in "causes" for rebellion.

1. **Define** nuclear family and **explain** how the film displays the “ideal” nuclear family.
2. **Identify** and **describe** the parenting style of each character’s family and **explain** how this style may have contributed to the dysfunctional behaviors of the main characters.
3. **Identify** and **describe** the various patterns of dysfunctional behaviors in each character's family that affects their lives.
4. Considering the pressures of family, community, and peer groups in this film, **identify** and **describe** the rebels’ (Jim, Judy, and Plato) “cause.” If you do not believe they have a “cause,” you must **explain** why you believe they do not have a “cause.”
5. **Identify** and **describe** a minimum of two issues you believe caused destructive types of behavior in America circa 1955 and in American society today. **(Note: This will require research into societal issues in 1950s America)**
6. *Rebel Without a Cause* was unique among juvenile delinquency films of its time because it dealt with the delinquency of white collar, “middle class” youth, rather than blue collar “working class” youth. **Explain** why the rebellion of *middle class* youth would be threatening to society then and today? **NOTE: An explanation requires specific, detailed examples supporting your opinion.**
7. **Concluding Statement:** Do the dysfunctional behaviors in the film seem similar to dysfunctional behaviors in today’s society? **Explain** why or why not.
   1. **Explain** how the film depicts an adult world’s perspective of teenagers, and societal expectations of gender roles?
   2. **Explain** how these depictions and adult perspectives are similar today? In other words, **explain** why this film is relevant today? If you disagree, **explain** why you disagree.

**Task 2**: Respond to ALL seven guiding questions/prompts above, as well as their “sub” questions in an essay format, in regard to how this historic film sheds light on parenting styles and teenage societal pressures that existed in the 1950s and today. Your well-written responses (see rubric) should focus on the dysfunction of the characters’ families, parenting styles, and their search for “honesty and decency in a hypocritical world.”

* **NOTE:** You must support your assertions with evidence from the film using dialogue, quotes, and scene descriptions AS WELL AS CITATIONS from your text within a *Reference* page.
* **NOTE:** Your conclusion – number 7 – **MUST** discuss the relevance of the film and its theme in regard to today’s society.
* **NOTE:** Your seven guiding questions create an unusually effective way of organizing your essay, although you are more than welcome to organize your essay as you choose. ☺

**Due Date:** Draft and final submission **TBA**

**Style and length: APA** format including abstract, heading, an original/unique title;work cited page; minimum 2-3 paragraphs per question.

**Extension:**

**Socratic seminar led by Josh: NOTE: Mr. Cass will discuss this with you and an explanation of the expectations of a Socratic will be discussed further with the entire class.**

* For time purposes, please keep your comments (point and counter-points) concise and on point.
* Seminar leaders will allow a maximum of 2 comments and 2 rebuttals per guiding question only, unless there is an overwhelming display of divisiveness in regard to a question.
* All members of the class are expected to speak and no one should dominate the seminar.

**Essay Assessment**: Your responses will be scored using the class writing rubric: California State University Analytical Writing Rubric.