

The Context of Change

JOURNEYS IN FILM™  
educating for global understanding



# REBEL HEARTS



A DISCOVERY+ ORIGINAL A MERMAN/ANCHOR ENTERTAINMENT PRODUCTION IN ASSOCIATION WITH LEVEL FORWARD AND QUIET "REBEL HEARTS"  
DIRECTORS OF PHOTOGRAPHY EMILY TOPPER CLAY WESTERVELT ANIMATION BY UNA LORENZEN MUSIC BY ARIEL MARX MUSIC SUPERVISOR TRACY MCKNIGHT  
EDITED BY ERIN BARNETT YANIV ELANI PEDRO KOS ONDINE RAREY WRITTEN BY ERIN BARNETT SHAWNEE ISAAC-SMITH PEDRO KOS  
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Original Score Album Available on Node Records

[www.RebelHeartsFilm.com](http://www.RebelHeartsFilm.com)

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# About Journeys in Film

Journeys in Film is a 501(c)(3) nonprofit organization that amplifies the storytelling power of film to educate the most visually literate generation in history. We believe that teaching with film has the power to help educate our next generation with a richer understanding of the diverse and complex world in which we live.

We transform entertainment media into educational media by designing and publishing cost-free, educational resources for teachers to accompany carefully chosen feature films and documentaries while meeting mandated standards in all core subjects. Selected films are used as springboards for lesson plans in subjects like math, science, language arts, social studies, and more. Our resources support various learning styles, promote literacy, transport students around the globe, and foster learning that meets core academic objectives.

In addition to general subject areas, Journeys in Film's programs engage students in meaningful examinations of human rights, poverty and hunger, stereotyping and racism, environmental issues, global health, immigration, and gender roles. Our teaching methods are successful in broadening perspectives, teaching for global competency, encouraging empathy, and building new paradigms for best practices in education. We seek to inspire educators, school administrators, community members, and home-schooling parents to capture the imagination and curiosity of their students by using our innovative curriculum.

We also develop discussion guides for films that don't necessarily lend themselves to academic standards but cover topics and themes that are valuable for classroom discussions and in other settings, such as after-school clubs, community screenings, and college classes.

## Why use this program?

In an age when literacy means familiarity with images as much as text and a screen has become a new kind of page, 21st-century students are more connected to media than any previous generation. This offers educators unprecedented opportunities to engage students in learning about a variety of subjects and issues of global significance. Films, television, documentaries, and other media platforms can provide an immediate, immersive window to a better understanding of the world and matters affecting all of us.

We teach our students literature that originated from all around the world, but we tend to forget that what often spurs the imagination is both visual and auditory. Films evoke emotion and can liven up the classroom, bringing energy to a course. We believe in the power of films to open our minds, inspire us to learn more, provide a bridge to better understanding the key issues of 21st-century concern, and compel us to make a difference.

When properly used, films can be a powerful educational tool in developing critical thinking skills and exposure to different perspectives. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, and watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*. Journeys in Film brings outstanding and socially relevant documentaries to the classroom that teach about a broad range of social issues in real-life settings, such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague. They explore

complex and important topics like race and gender. Students tour an African school with a Nobel Prize-winning teenager in *He Named Me Malala* and experience the transformative power of music in *The Music of Strangers: Yo-Yo Ma & the Silk Road Ensemble* and *Landfill Harmonic*.

Our hope is that this generation of youth will contribute to the betterment of humankind through kindness and understanding, together with scientific knowledge, to help solve some of the world's most pressing issues.

Our goal is to create relevant and engaging curricula and programming around media that encourages cross-cultural understanding, empathy, and knowledge of the people and environments around the world. We aim to prepare today's youth to live and work as globally informed, media-literate, and competent citizens.

# Introducing *Rebel Hearts*

At the end of the 1950s, groups of Roman Catholic religious women lived in convents, worked as nurses and teachers, and lived lives of quiet, decorum, ritual, and strict obedience to custom. A decade later, the turmoil that shook communities in the United States over civil rights, the war in Vietnam, the position of women, and issues of justice had even penetrated convent walls, and no group was more affected than the sisters of the Immaculate Heart of Mary (IHM) in Los Angeles.

The women had arrived with lofty expectations for a life of service and devotion. What they found was frustration when they were assigned to teach extremely overcrowded classes in parochial schools and denied opportunities to educate themselves further. Despite the strictures of the religious life, they wished to speak out on issues of injustice and war, and many joined protests and marches. Blockading their way was Cardinal James Francis McIntyre, a defender of patriarchy and a formidable opponent.

*Rebel Hearts* is the story of the struggle between the irresistible force (the desire of the IHM women for autonomy, education, and the means to serve the community) and the immovable object (the cardinal and the patriarchy he was defending). The viewer also learns the story of Sister Corita Kent, the talented artist and teacher, whose work took a new and highly original direction that led to such varied works as anti-war serigraphs, the Love Stamp for the U.S. Post Office, and even a design to decorate a gas tank in Boston.

In an era when social justice issues are at the forefront, students will find inspiration in this film about a group of women who demanded and eventually achieved the freedom to follow their ideals of peace, justice, and service.

**A Merman/Anchor Entertainment Production,  
in association with Level Forward and Quiet Films**

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# The Context of Change

## Enduring Understandings

- Protest and progress were central to the history of the 1960s.
- Women played significant roles in the civil rights movements before the women's liberation movement began in the late 1960s.
- National and international events affected families, communities, and the Church, causing reorganization at each level in the 1950s and 1960s.

## Essential Questions

- How did the civil rights movement touch nearly every aspect of society in the 1960s?
- How were the lives of women in the U.S. reshaped in the 1960s?
- How did U.S. and world events impact the history of the Immaculate Heart of Mary Sisters?

## Notes to the Teacher

In this pre-viewing lesson, students learn about the social ferment that was stirring the country in the 1960s. Marches and protests against the war in Vietnam were frequent, and the Immaculate Heart of Mary Sisters often participated. The civil rights movement was well underway and making legal gains through the Civil Rights Act and the Voting Rights Act. Women were demanding fuller participation in civic and economic life. Finally, the Catholic church itself was undergoing changes brought about by Vatican II, including the use of the vernacular language for Mass and changes in the role of women in the Church. This lesson examines the drive for greater autonomy that eventually reshaped the lives of the women of the IHM community.

In order to understand why the changes in the 1960s were so important for the IHM Sisters and why they felt the desire to participate in the civil rights movement and anti-war protests that were happening, it is important for students to understand what life was like for women before the 1960s. This lesson begins with a one-page summary describing the lives of women in the 1950s and the cultural expectations that they faced. The 1960s expanded the possibilities open to girls and young women who were coming of age. As the movie *Rebel Hearts* explains, many of the young women who were attracted to the idea of joining the IHM Sisters during this time were drawn to that life because of the access to education and the independence that they would have without the obligations that came with marriage and family. They simply wanted to be in charge of their own lives while doing good for others.

The 1960s were a turbulent time for the U.S., and they were especially important for young women who desired more education, more independence, and more options. Sisters from the IHM stepped out of society's expectations in a



number of ways, including becoming involved in protests during the civil rights movement and the peace rallies against the war in Vietnam. During the same time, the Roman Catholic Church held the Second Vatican Council (or Vatican II) in an attempt to update the ways of the Church and make its teachings more relevant to modern society. As was the case with social change within the U.S., there were people who agreed with the changes and people who didn't. When the women's liberation movement began, issues of social and economic equality also divided the country.

This lesson asks students to research the movements of the 1960s that they will hear more about in *Rebel Hearts* and understand the goals of the movements, the women who were involved, the changes that came about because of the movements, and the impact of the movements on women. Then students participate in a classroom discussion about the role of women in the 1950s and 1960s and decipher what continuities and changes they can identify.

Prior to teaching the lesson, teachers should ensure that each student has access to an internet-connected device for research. If the course includes instruction around research skills, this is an ideal lesson to use when discussing finding and using quality sources. Teachers should copy handouts and consider preassigning groups for both rounds of the assignment as well.

### Common Core Standards addressed by this lesson

#### **CCSS.ELA-LITERACY.CCRA.SL.4**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### **CCSS.ELA-LITERACY.CCRA.W.8**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

#### **CCSS.ELA-LITERACY.CCRA.R.1**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### Duration of Lesson

This lesson has two parts: group work and class discussion. The lesson is designed to require two hours of class time. If only one hour is available, **Handouts 1 and 2** will need to be assigned as homework.

### Assessments

Handouts  
Group discussions  
Class discussions

### Materials

**Handout 1: Women's Roles in the 1950s**

**Handout 2: Women's Roles in the 1960s**

**Teacher Resource 1: Women's Roles in the 1960s**  
(Suggested Answers)

**Handout 3: Times Are Changing**

**Teacher Resource 2: Times Are Changing (Suggested Answers)**

Access to the internet

### Procedure

Part 1: Using research to understand the role of women in the U.S. in the 1950s and 1960s

**1.** Before viewing *Rebel Hearts*, ask students to consider how knowing the context of an event can help them understand it better. Ask students to think about examples they know of in which an historical event seem more meaningful if they know the story behind it. A Supreme Court case like *Brown v. Board of Education* is a good example to use if students have difficulty coming up with ideas. For example, when a case is argued, we don't know how its decision can change the future; but looking back, we understand how big the impact of one case can be.





2. Distribute **Handout 1: Women's Roles in the 1950s**, and ask students to read through it, underlining things that surprise them or about which they have questions. The goal is to provide background for students so they understand the extent of the changes created by the Sisters of the IHM.

3. After time for reading and discussion of the passage, have students Google "vintage household ads 1950s." Ask students if these ads seem to support the ideas in the passage they have just read.

4. Put students in pairs and ask them to think about what life would have been like for a young woman back then. What kinds of changes might have seemed possible to women in the 1950s?

5. Now, ask students to explore some of the movements that created opportunities for women. Distribute **Handout 2: Women's Roles in the 1960s**. Put students in preassigned small groups and assign them a section. Ask students to use their internet-connected devices to research the four categories for each event. This is a good time to remind students to check that the websites they are using are credible, valid sources for academic use by asking the following questions:

- How recently has the website been created or updated?
- What kind of information is included in the resource?
- Who is the creator or author?
- What are the author's credentials? Can you find any information about the author's background?
- Does the author provide references or sources for data or quotations?
- Is this fact or opinion? Does the author list sources or cite references?
- Can you identify biases?

6. Each group should complete its section of the chart using information that group members find during their internet search. They should all become familiar with the answers so that each group member can explain the content. [Note: This step can be the final step for Day 1 if

groups are efficient researchers, or it can be the first step for Day 2 for student groups who need more time in the research stage.]

7. Jigsaw the students into new preassigned groups so that each group now has at least one member for each section. Students should take turns sharing the research about their event with their new group, until all students in the new group are able to complete the chart for all four sections.

#### Part 2: Change and continuity in women's roles

1. Move students into jigsaw groups. Begin with Step 6 from Day 1 if needed and have students report to their new groups in turn and complete the charts.

2. Once students have four complete charts, distribute **Handout 3: Times Are Changing**. Tell students you want them to identify changes and continuities over time. Tell them to add things that stayed the same to the center of the modified Venn diagram and things that changed to the top and bottom sections of the diagram.

3. Reassemble as a whole class. Project a copy of **Handout 3** or make a similar chart on the board for students to fill in. Ask each group to contribute to the chart and allow time for students to share their ideas.

4. Once the diagram is filled in, invite students to join a discussion about what changed in women's roles, how it changed, and why it changed. Also ask them about what stayed the same in women's roles and why it stayed the same. You will likely find that you will need to continue to add to the diagram throughout your discussion. During the discussion, remind students that you are going to be watching a movie that will show the struggle between continuity and change in one place, but that this conversation is meant to help them understand that the tension between continuity and change impacted the lives of women in general in the 1960s.



## Handout 1

## Women's Roles in the U.S. in the 1950s

**Directions:** Read the passage below about women's roles in the U.S. in the 1950s.

Following a post-World War II economic boom, women who had filled new roles in the economy during the war typically returned to domestic life. Roles were traditional, with husbands working outside of the home and wives staying at home to take care of the children and the house. While both male and female children attended school through high school, most girls did not go on to get an advanced education. Women who worked outside of the home typically worked in offices, at sales counters, or as domestic laborers. Jobs that required advanced education, such as teaching, were jobs that were usually intended for single women. If a woman married, and most certainly if she became pregnant, she was typically required to leave her job.

Many women who did attend college did so to find a spouse more than to develop a career. Women were encouraged to marry early and start families quickly. The 1950s were the height of the “baby boom,” and families often had more children than the generation before them had. For example, the number of families with three children doubled, and the number of families having a fourth child quadrupled during this time. The social pressure for mothers to focus on providing support and care at home also came from new sources of media, like television shows. These shows depicted women as wives and mothers to happy families. They stressed the importance of close families where the mother was the manager of the children and the caretaker of the husband.

Such television shows often took place in the suburbs—areas just outside urban areas that were close enough for husbands to commute to work, but far enough away for children to have room to play. The culture of the suburbs, with families living fairly close to one another, encouraged consumerism and conformity, making it important for women to keep up with the newest technology for the home and reinforcing the idea of domesticity as a career. Conformity was also important for women when it came to everything from clothes to opinions. Expectations for women in the 1950s generally reflected a return to traditional gender roles. While there were notable exceptions, this pattern was common in American life at this time.

## Lesson

(United States History, World Religions)

### Handout 2

# Women's Roles in the U.S. in the 1960s

**Directions:** Once you are in small groups, use the internet to complete your assigned section of chart. Be sure to consider what changed, why it changed, and how it changed. Fill in as much information as you can in the time your teacher has allotted for this activity.

Once you have completed your chart, review what you have found in order to be ready to discuss these changes with your classmates.

### Section 1

	Civil Rights Movement
Goals	
Role women played	
Changes that resulted	
How changes impacted women	

## Section 2

	Vatican II
Goals	
Role women played	
Changes that resulted	
How changes impacted women	



### Section 3

	Vietnam Protests
Goals	
Role women played	
Changes that resulted	
How changes impacted women	

#### Section 4

	Women's Rights Movement
Goals	
Role women played	
Changes that resulted	
How changes impacted women	

## Lesson

(United States History, World Religions)

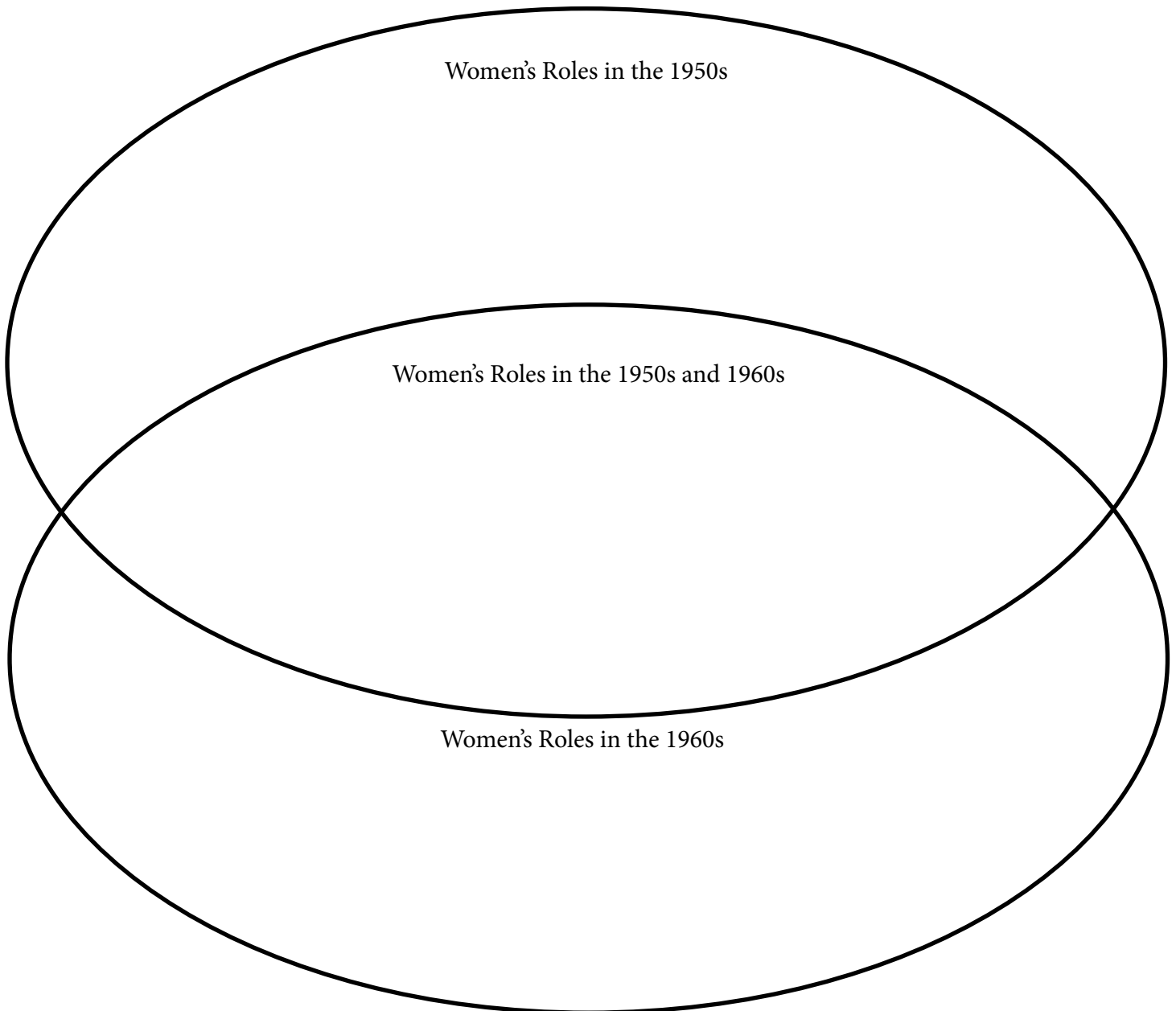


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### Handout 3

# Times Were Changing

**Directions:** After sharing your research, discuss how women's roles changed. As you discuss, complete the Venn diagram below.






**Teacher Resource 1**

# Women's Roles in the U.S. in the 1960s:

## Suggested Answers

Students may come up with these ideas and more. Engaging in conversations about the ideas and helping to round them out should be part of the discussion after the groups do their work.

**Section 1**

	<b>Civil Rights Movement</b>
Goals	<p>To allow Black citizens to be able to exercise their constitutional rights, including access to voting</p> <p>To end racial segregation and discrimination in public and private spheres</p>
Role women played	<p>They organized at the local level.</p> <p>They ensured the success of boycotts.</p> <p>They educated citizens in Black communities.</p> <p>They motivated and encouraged others to participate.</p> <p>They worked behind the scenes.</p>
Changes that resulted	<p>Passage of the Civil Rights Act of 1964 and Voting Rights Act of 1965</p> <p>Desegregation of schools and other public facilities</p> <p>Elimination of poll taxes</p> <p>Rise in the Black Power movement</p>
How changes impacted women	<p>Provided grass roots training for future movements</p> <p>Increased access to education</p> <p>Identified young female leaders</p> <p>Identified a “road map” for change based on the creation of consciousness-raising groups</p> <p>Demonstrated usefulness of participatory democracy</p>



## Section2

	Vatican II
Goals	<p>To update practices of the Catholic Church in order to connect to a more secular society</p> <p>To make the Church more accessible to all people</p> <p>To give lay people a larger role in the Church</p>
Role women played	<p>Women were not invited to attend any sessions of the Vatican II Council, but were subject to new rules made by it.</p>
Changes that resulted	<p>Mass was said in the local language rather than Latin.</p> <p>Roles for lay people were expanded.</p> <p>Dialogues with other religions were begun.</p>
How changes impacted women	<p>Increased numbers of women entered the convent as a way of advancing their own education.</p> <p>The strict clothing requirements for nuns were eased, so they didn't have to wear habits; other strict regulations were eased as well.</p> <p>New ways were provided for women to serve in the Church.</p>

### Section 3

	<b>Vietnam Protests</b>
Goals	<p>To bring attention to the atrocities of war</p> <p>To convince elected officials to remove U.S. troops from Vietnam</p> <p>To promote pacifism</p> <p>To regard “draft dodging” as a political statement</p>
Role women played	<p>Women joined the movement and became outspoken activists who garnered media attention.</p> <p>They led protests.</p> <p>They counseled and supported men who refused induction into the military.</p> <p>They lobbied political figures.</p>
Changes that resulted	<p>Media attention to protests increased opposition to the war.</p> <p>Pacifist movements gained in popularity.</p> <p>Eventually, protests led to an end to the draft.</p> <p>They caused the United States to withdraw from the war in Vietnam.</p>
How changes impacted women	<p>Women began to see themselves as central to the movement even as they fought to be included in movement leadership.</p> <p>Specific trainings focused on what women could do to stop the war.</p> <p>Women learned how to build and harness the power of the mechanisms of protest.</p> <p>Women became more outraged by inequities highlighted by the war.</p>



## Section 4

	<b>Women's Rights Movement</b>
Goals	<p>To attain freedoms and rights equal to those of men</p> <p>To gain bodily autonomy</p> <p>To increase economic independence</p> <p>To give women control over their lives</p> <p>To ensure passage of the Equal Rights Amendment (ERA)</p>
Role women played	<p>Women were the leaders at all levels of the movement—national, state, and local.</p> <p>They became more involved in politics and advocated for the passage of the ERA.</p> <p>They acted as lawyers on behalf of groups filing suits.</p> <p>They created media campaigns.</p>
Changes that resulted	<p>Women gained access to resources and rights which had previously been unavailable to them.</p> <p>Women were employed in “traditionally male” and professional occupations at higher numbers.</p> <p>Women were able to exercise more control over marriage, divorce, and reproduction.</p>
How changes impacted women	<p>More women enrolled in higher education; women's studies became an academic department in many colleges.</p> <p>Women were able to gain economic independence.</p> <p>Women increased their presence in politics.</p> <p>Title IX gave women equal access to athletics.</p>



## Teacher Resource 2

# Times Were Changing

The key below is not exhaustive, but it should provide opportunities for discussion and feedback.

## Women's Roles in the 1950s

- Women had traditional roles.
- Stay-at-home moms were common.
- Working was for the lower classes.
- Jobs were usually restricted to “women’s work”—teacher, nurse, secretary.
- There was a focus on conformity and domesticity.
- Women were seen as helpmates to men.
- Fulfillment came from having a clean house and a happy family.

## Women's Roles in the 1950s and 1960s

- Class and race divisions were prominent.
- Traditional roles were more prevalent in rural and suburban areas and among older people.
- Lower classes were more likely to work outside of the home.
- Younger women were more likely to rebel against tradition.

## Women's Roles in the 1960s

- The “New Woman” concept emerged.
- Working outside of the home increased for all classes.
- Available jobs for women expanded to include professions like doctors, architects, and lawyers.
- There was a focus on political, economic, and social equality.
- Women became changemakers.
- Fulfillment came from career and family; this evolved into “having it all.”

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