



Unlocking Secrets for Your Students at the International Spy Museum: Exquisitely Evil Analysis

Activity Applicable to: Social Studies/History/English/Language Arts

Foundational Resources: This lesson plan is inspired by the International Spy Museum’s exhibit entitled, “Exquisitely Evil: 50 Years of Bond Villains.” The lesson draws on themes presented in the museum’s exhibit contents as well as online resources: <http://www.spymuseum.org/exhibition-experiences/exquisitely-evil/>

Purpose/Rationale: Villains of popular culture reflect and personify a society’s fears. These manifestations change throughout history, and when analyzed in context, can yield remarkable insight on the population’s collective anxieties of a given time. No villains reveal a culture’s fears more artfully than those faced by the character of James Bond through his fifty-year mission for the defense and preservation of Queen, Country, and Planet.

This lesson invites students to flex developing research skills on the intrigue of villainy and its revealing role in modern popular culture. Through analysis of the roles played by Bond villains in film and in cultural history, students have a unique opportunity to achieve meaningful learning. Confronting the fears of past generations and reasons behind those fears enable students to develop and retain knowledge about key historical time periods in context by giving each period an unforgettable “face of evil.”

Selected Common Core Standards for Grades 9 and 10: (Others may apply in your state or district)

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



LESSON INSTRUCTIONS

STEP 1: Present the Idea Engage students with the idea that villains in the novels we read and in the movies we watch can reflect the fears that our society shares. Offer a discussion or writing prompt such as the following as a bell-ringer:

[*The Avengers* is used here as an example. Any superhero movie and villain will do. Modify based on your students' familiarity with films and villains.]

“Have you seen *The Avengers*? Before his true identity is discovered, why is ‘The Mandarin’ a scary villain?”




To take the discussion a step further, offer a secondary prompt such as the following:

“The idea of ‘The Mandarin’ in *The Avengers* is a story within a story. What specific characteristics did the real villain draw upon to inspire fear though ‘The Mandarin?’ Why were they so effective? Is the real villain or ‘mastermind’ in the story scarier? How and why?”

STEP 2: Scaffold Analysis In discussion or writing, have students explore the idea that society’s collective fears change over time and manifest themselves differently depending on the source of the fear and the era. Have students offer examples of villainous characters from novels and films from the past. Ask whether and why they find those villains scary to them personally. Have them consider people of those time periods and whether and why *they* may have found those villains frightening. (If students have trouble thinking of examples, try offering Grendel from *Beowulf*, Professor Moriarty from *Sherlock Holmes*, Stoker’s *Dracula*, Voldemort from *Harry Potter*, Iago from *Othello*, Napoleon from *Animal Farm*, Sauron from *Lord of the Rings*, various enemies of Star Fleet from *Star Trek*, etc. to get them started.)

STEP 3: Acquaint Students with 007’s Adversaries Explain that James Bond as a character has had the unique opportunity to face an incredible line-up of villains over fifty years of modern history. By studying these villains and the historical contexts in which they were presented, they will be able to uncover some interesting things about our society at different periods over the last five decades. Choose clips from several 1960s and 1970s Bond films on which to have students practice the same analytical approach employed during earlier class discussion on the villains featured. (Be sure to collect permission forms from students if additional approval is needed to screen or recommend movies with ‘PG’ ratings.) You may choose to use several of the following notorious Bond villains as examples for class analysis:



Villain	Mug	Film	Year	Evil Objective
Dr. Julius No		<i>Dr. No</i> (PG)	1962	Sabotage American missile tests by "toppling," using directed radio waves to interfere with a missile's guidance system and send it off-course.
Ernst Stavro Blofeld		<i>From Russia with Love</i> (PG),	1963	Use 007 to steal a Soviet decoding machine before killing him in a humiliating scandal as revenge for Dr. No's death. Sell the decoder back to the Russians.
		<i>You Only Live Twice</i> (PG)	1967	Capture Soviet and United States spacecraft from orbit in order to provoke war between the superpowers on behalf of an undisclosed Asian country.
		<i>On Her Majesty's Secret Service</i> (PG)	1969	Extort the world with a biological weapon that renders crops and livestock infertile.
Goldfinger		<i>Goldfinger</i> (PG)	1964	Detonate an atomic bomb in Fort Knox, irradiating the bullion stored there to make it worthless, thereby increasing the value of his own gold, and causing a financial meltdown in the Western world.
Mr. Big		<i>Live and Let Die</i> (PG)	1973	Distribute world's largest cache of heroin into the United States, free of charge, in order to drive all the other drug cartels out of business. This will increase the number of addicts and give Kananga a monopoly on the heroin market.
Francisco "Pistols" Scaramanga		<i>The Man with the Golden Gun</i> (PG)	1974	Expand his international crime organization to the Caribbean and organize smuggling operations in order to finance it.
Jaws (via Hugo Drax)		<i>Moonraker</i> (PG)	1979	Jaws' objective: Kill Bond, presumably for the death of Karl Stromberg from <i>The Spy Who Loved Me</i> , by becoming Hugo Drax's bodyguard. Drax's objective: Destroy all human life on Earth by releasing a nerve agent from a space station before rebuilding humanity with carefully chosen breeding stock in accordance with his vision.



STEP 4: Introduce the Assignment Present students with the assignment instructions (included). Invite students to select a Bond villain as the subject for their research, and then explore the historical context, objective, and personality of their research target. The mission is to identify the reasons why the student’s chosen villain reflects the collective fears of society at the time the villain debuted in the film. Explain further that students should take great care as they create and revise their final product, as their research project will be presented.

To ensure that students are taking the project step-by-step in a way that will yield meaningful learning, have them review and/or turn in research notes after each step in the student instructions.

Suggestions for Assessment: You may choose to use a rubric such as the one included, which assesses such elements as the students’ explanation/understanding of the topic, incorporation of higher-order analysis, and the level of professionalism exhibited in the final product. You may also choose have students publish these projects (in a physical magazine or on a class web page, for instance) and share with other classes, parents, and administrators. The presentation portion may offer a further opportunity to teach and practice key presentation skills, and feature as part of the assignment grade.

Options for Differentiation:

- Depending on your school environment and policies related to film appropriateness, you may choose to have your students select only from the listed films rated PG, and/or require separate approval to work on films rated PG-13.
- Incorporate a secondary classroom activity to support the project lesson that focuses on the gadgets used in Bond films throughout the years. Have students explore how Bond’s spy technology has evolved over time (thanks to Q!).
- If your group is planning a visit to the International Spy Museum, have them add an element to their research by exploring how their villain is featured in the “Exquisitely Evil” exhibit. During the tour, have students document their encounter by taking a “selfie” with their villain (or another favorite) to post in a class discussion or web page.



STUDENT INSTRUCTIONS

Your mission—should you choose to accept it—is to select one of James Bond’s notorious villains and uncover the ways in which the character reflects the fears of society during the time that he or she was presented in film. In your work, you will answer two main questions: Which characteristics made the villain scary or formidable, **and** how did those characteristics reflect society’s collective fears at that time?

STEP 1: Determine your plan of action! Select a villain from one of the following Bond films as the focus of your research:

Title	Year Released	Rated (per IMDB)
<i>Dr. No</i>	1962	PG
<i>From Russia with Love</i>	1963	PG
<i>Goldfinger</i>	1964	PG
<i>Thunderball</i>	1965	PG
<i>You Only Live Twice</i>	1967	PG
<i>Casino Royale</i>	1967	PG
<i>On Her Majesty’s Secret Service</i>	1969	PG
<i>Diamonds are Forever</i>	1971	PG
<i>Live and Let Die</i>	1973	PG
<i>The Man with the Golden Gun</i>	1974	PG
<i>The Spy Who Loved Me</i>	1977	PG
<i>Moonraker</i>	1979	PG
<i>For Your Eyes Only</i>	1981	PG
<i>Octopussy</i>	1983	PG
<i>Never Say Never Again</i>	1983	PG
<i>A View to a Kill</i>	1985	PG
<i>The Living Daylights</i>	1987	PG
<i>License to Kill</i>	1989	PG-13
<i>GoldenEye</i>	1995	PG-13
<i>Tomorrow Never Dies</i>	1997	PG-13
<i>The World is Not Enough</i>	1999	PG-13
<i>Die Another Day</i>	2002	PG-13
<i>Casino Royale</i>	2006	PG-13
<i>Quantum of Solace</i>	2008	PG-13
<i>Skyfall</i>	2012	PG-13



STEP 2: Research! Answer the following question: How does [villain] represent [release year]? Take a look at the year in which your villain’s film was released. You may need to search a year or two earlier in order to have a better-rounded context. Use that year as a starting point to research what was going on in the world at that time. Gather information from at least **three** reputable sources. Use the advanced search options of your web browser. Takes notes from your sources in your own words and be prepared to submit these for a grade [during the next paraphrasing practice session].

Once you have selected your villain and researched the time period, watch the film **carefully**. Your mission is to study this film as a “text.” *It’s more than entertainment.* Take plenty of notes about examples, references, allusions, insinuations, and other relevant points related to the time period. You may find yourself needing to pause frequently and watch some parts several times. You may wish to note the time stamp that accompanies your observations in case you choose to return to an example to review it later.

STEP 3: Create your project! Demonstrate your research findings by using your skills in one of the following ways:

- 1) As a news or magazine feature article
 - *2-4 pages typed, double-spaced, with images and citations*
- 2) As a scene written for the stage or screen (with accompanying written analysis)
 - *3-4 page standard script, double-spaced, with 1-2 page written analysis and citations*
- 3) As a Prezi detailing a series of images and analytical captions
 - *At least 5 idea clusters, all containing a total of 25 images and the equivalent of 2-3 pages of written analysis in caption form with citations*

STEP 4: Review and revise your project and your writing! Use the following rubric to help check your work. As you review, mark the boxes next to the Content Categories to be sure you have satisfied each of the required elements:



Rubric for the Project

Maximum possible points for each category: 10

- 10: All items fully addressed, clear evidence of careful preparation, organization, and formatting
- 8: All items addressed with some evidence of careful preparation, organization, and formatting
- 6: Not all items addressed, *or* preparation, organization, and formatting suggest insufficient revisions
- 4: Not all items addressed, *and* preparation, organization, and formatting indicate insufficient revisions
- 0: No evidence that assignment elements have been addressed or explored

Content Categories

- Your article, script, or Prezi is completed in a “professional” manner.
- You have effectively demonstrated your analysis of the villain *and* his or her reflection of society’s fears at the time of film release. *This can be further clarified by your written analysis, depending on the project form, but must be present and identifiable.*
- You have incorporated your research of the film’s time period in a clear and thorough way. *This can be further clarified by your written analysis, depending on the project form, but must be present and identifiable.*
- Your project is completed to length and parameter specifications outlined in the instructions.

Rubric for Your Writing

Maximum possible points for each category: 10

- 10: All items fully addressed, clear evidence of careful preparation, organization, and formatting
- 8: All items addressed with some evidence of careful preparation, organization, and formatting
- 6: Not all items addressed, *or* preparation, organization, and formatting suggest insufficient revisions
- 4: Not all items addressed, *and* preparation, organization, and formatting indicate insufficient revisions
- 0: No evidence that assignment elements have been addressed or explored

Content Categories

- Your written analysis, whether separate or included with your project, clearly and thoroughly addresses **both** key parts of the prompt: Which characteristics made the villain scary or formidable, *and* how did those characteristics reflect society’s collective fears at that time?
- Your work uses specific supporting details to justify the reasoning for your ideas.
- Your work exhibits strong grammar and mechanics.
- You have correctly used MLA in-text documentation for all research that is not considered common knowledge.
- The research paper has a works cited page with **at least three required sources** and that page adheres to the guidelines of MLA format.
- All written work is typed, using Times New Roman 12-point font, and double-spaced (or clearly displayed as text in a Prezi).

Project _____/40
Writing _____/60
Total _____/100