

k  
*by* S N

---

**Submission date:** 06-May-2021 08:29AM (UTC-0400)

**Submission ID:** 1579541820

**File name:** Film\_Analysis\_Assignment.edited.edited.docx (15.94K)

**Word count:** 975

**Character count:** 4862

**Film Analysis Assignment: Glory**

Name

Institution

Course

Instructor

Date

### **Film Analysis Assignment: Glory**

Edward Zwick directed the 1989 glory movie with the main message talking about the history of the black soldiers in the American army and the journey of racism they had to walk and endure to gain equal respect as their white counterparts in the army union. Specifically, through its main characters Shaw and Forbes, the movie describes how the black soldiers had to be racially degraded by being denied equal pay and essentials like boots, for they were considered inferior. Still, their struggle to win their places in the army makes them succeed. Something that made them respected and subsequently, more black soldiers recruited to the union army (Zwick, 1989). In the 54<sup>th</sup> Massachusetts volunteer infantry, the black soldiers put on intense training to fight hard. Before they go for the war, they gather spiritual nourishment where they ask God to protect them during the war. This paper, therefore, analyzes the glory film to bring the historical struggle of American black soldiers to be given equal recognition in the American union army.

#### **Analysis of the Movie**

The movie's plot was accurate, and therefore Hollywood depicted the real historical struggle in the union army by the black soldiers. The Negro soldiers showed braveness on the battlefield, trained hard, and were not afraid to die just because of their quest to earn their freedom in society. Notably, the movie depicted the true struggles of the black soldiers. They had to persevere too many racial discrimination moves subjected against them and become as dependable as their white counterparts. When Shaw realized that his squad was not issued with new boots even though those commodities were there in the store, he protested the move. In the same way, he led his team in protecting unequal pay of \$10 compared to the white soldiers who

received \$13 by tearing their vouchers (Zwick, 1989). Hence, the movie shows how the black soldiers had to be focused on bettering the then deplorable army situation to be able to have a just non-racist army we currently have.

The location, costumes, and sets are accurately portrayed in the movie. During the older days, the battlefields were drawn, and the antagonist armies of both sides used to avail themselves at the drawn location of the fight and here they fought until one side won. At the same time, the soldiers wore long oversized coats that were different from the rival to prevent confusion during the fight. The weapons were also not lethal as today's because the technology by that time had not become so confiscated as seen in today's military. Zwick (1989) depicts a historical viewing atmosphere because he portrays the true picture of the olden day's army setting through the movie's costumes, location, and general setting. The characters like Shaw and Forbes act like people when they constantly fight racism in the army and become motivators of their fellow black soldiers to train hard to earn their places in the army. However, in the movie, the gender relationships are not brought out since the male gender majorly surrounded the movie.

The filmmaker ensures that he evokes people's emotions and feelings by painting the white soldier as racists who persecute their black counterparts and use scenes that make the viewers sympathetic with the black soldiers. Black soldiers were subjected to harsh training compared to their white counterparts, which made Shaw complain (Zwick, 1989). At the same time, despite doing the highest level of training, the black soldiers' salaries were sliced to \$10, something below what their white counterparts earn. These scenes evoke the viewers' emotions, making the viewers understand how the struggle was real in the army those days to the black soldiers. In the movie, the filmmaker depicts Shaw and Forbes as heroes who died for the right course in their pursuit to see black soldiers earn their place in the army and at the same time

depicts quartermaster Kendric to the negative for being racist who cuts the supply of shoes to the black soldiers because of their race. I think that Forbes and Shaw were used as good characters in the army to see a better society. In contrast, Kendric is used to show bad characters that do anything in their power to facilitate white supremacy.

The film successfully produces its desired effect of showing how there has been a long struggle by some black soldiers in the army to fight racism. Historically, the film has changed my understanding of the black man's struggle with racism and has made me understand that even though things look perfectly okay in the army now, there existed people who struggled to achieve just treatment in the department. I have also learned through the glory film that racism in every sector was once a monster in the room that some people had to die fighting for us to realize a fair society as observed in the army today.

Conclusively, Edward Zwick, in his movie glory, depicts the true struggle of black soldiers, some being slaves and sons of slaves, to achieve equal recognition within the armed forces. He brought it out that before, black soldiers had to endure unequal pay while face the hardest training activities in the camps to prove that they were equally capable of fighting just like their white counterparts. The movie was essential in reminding us that the war on racism has been a long struggle and the teamwork witnessed in our army today is just a result of the struggle that some people like Shaw and his team had to go through for us to achieve. The movie also shows us how the 54<sup>th</sup> Massachusetts infantry regiment opened more blacks into the federal army after the successful mission.

### Reference

Zwick, E. (1989). *Glory*. Sony pictures Home entertainment. Netflix.

k

---

ORIGINALITY REPORT

---

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

---

PRIMARY SOURCES

---

Exclude quotes On

Exclude matches Off

Exclude bibliography On