

CONCEPT MAP OF UNIT

Student Created Documentary

TOPIC

Various Social Justice Topics

TEACHER

Made by Linda Davis

GRADE

7<sup>th</sup> and 8<sup>th</sup> Grade ELA or Social Studies

KEY LEARNING(S)

CCSS.ELA.W.7-8.6 Students will use technology to produce and publish writing (and videos) and link to and cite sources while interacting and collaborating with others.

Also All grade levels of CCSS.ELA.W.2, W.4, W.5, RI.1, RI.3, RI.7, RI.9

UT State Core for Social Studies: US I 7.1. US GOV 2.2, 5.4

UNIT ESSENTIAL QUESTIONS

How can citizens be journalists? How do journalists impact our community? How can we make a difference in our society?

OPTIONAL INSTRUCTIONAL TOOLS

iPads, iMovie, handouts—video critiques, storyboards, script tables

WEEK 1

Introduce Journalism, view model documentaries, Topic selection, Grouping

WEEK 2

Research, and draw Story Boards, Collect sources

WEEK 3

Write Script Tables, Arrange and Conduct Interviews and Footage Shoots

WEEK 4

Image selection, Creating and Editing video and Final Presentations

LESSON ESSENTIAL QUESTIONS

What is Journalism? What makes a great documentary? What is our purpose(s) for this project?

LESSON ESSENTIAL QUESTIONS

What research is needed? What makes a great script? How do scripts and shot styles impact a documentary? How are scripts like essays?

LESSON ESSENTIAL QUESTIONS

What makes a powerful interview? How do we best convey a message through our selection of images and footage?

LESSON ESSENTIAL QUESTIONS

What image(s) match our message(s)? How does editing impact our final piece in a video as compared to our writing?

PROCEDURES

Show PBS Video(s) from Beyond the Front Page 2.0 about What is Journalism, show student examples of documentaries, either from web or previous years, or my website, having students rate and rank them, brainstorm a class list of topics to research and make documentaries about, have students choose top 3 choices, group students into groups of 2 or 3 to begin projects on their topics.

PROCEDURES

Provide students with links to PBS resources and other sites (to save time searching for info) from which to conduct their research. Have students create questions to research with their partners, then divide them up to answer from research. Have students collect sources as they go.

Show sample storyboards to match a project already made. Have students work collectively on storyboards.

PROCEDURES

Students learn how to interview and determine who to interview, write out their interview questions, send letters requesting the interview(s), and conduct interviews.

They will also, determine additional footage and shots needed to match storyboard plans.

Teach about Script Tables, discussing the need to write up exactly what we will hear, and what we will see at the same time. (See sample). Students do these individually in preparation for their video.

PROCEDURES

Each student will select images from internet to match their interview, as well as their narration parts, collecting sources as they go. Students will be taught how to use iMovie to create documentaries, using the footage, images, and adding recorded voiceovers. They will be taught to split clips, detach audio, record voiceovers, move things around, add music and sound effects, list credits, and save a final version. Each student will make a video to be shared with the class and the best ones will be added to teacher website.