

## 5<sup>th</sup> Social Studies TCAP project

Create a multi-media presentation that reveals how the concept of \_\_\_\_\_ permeates (is evident throughout) US History from Reconstruction to Obama's election in 2008 and how it affected and continues to affect the trajectory of our history.

### Requirements:

- Make sure you include every major historical era in the given window (every unit we've studied in Social Studies this year).
  - Prior to the Civil War (1850-1860)
  - Civil War and Reconstruction (1860-1877)
  - Industrial America and Westward Expansion (1878-1914)
  - World War I, Roaring Twenties, and World War II (1914-1945)
  - The Modern United States (1945-2008)
- Presentation is 5-8 minutes
- Your presentation needs to be able to be run by itself—or anyone who pushes play.
  - Not exclusive list of possible presentation programs: iMovie, Sway, Prezi, PowerPoint (with timed slides that advance automatically)
- Make sure you use at least one primary source from each time period for a minimum of five.
- Keep a works cited page

Final Due Date: April 29, 2019

Concept options and definitive generalizations to help you understand what is meant by the concept:

Circle the concept you want (choose one):

Technology/Software Selection (circle one):

#### 1. Relationships...

- Everything is related in some way
- Are powerful
- Change over time
- Have rules
- Are everywhere

- **iMovie**

- **Sway**

- **Prezi**

#### 2. Systems...

- Work to complete a task or mission
- Are composed of subsystems and parts
- Follow rules
- May be influenced by other system(s)

- **PowerPoint**

- **Other:** \_\_\_\_\_  
requires teacher approval

#### 3. Patterns...

- Have segments are repeated
- Allow for prediction
- Have internal order
- Are enablers

#### 4. Change...

- Generates additional change
- Can be either positive or negative
- Is inevitable
- Is necessary for growth
- Can be evolutionary or revolutionary

Documentary Rubric

	Exceeds expectations 19-20 points	Meets expectations 16-18 points	Below expectations 15 points or less
Concept  (20 points)	Analysis leads to interpretation and draws conclusions	Concept and generalizations are clearly introduced, illustrated, and analyzed throughout the documentary.	
Interactions  (20 points)	Significance of the interactions is clearly explained	You explain how the concept causes the different historical periods interact.	
Content Accuracy  (20 points)	Done with excellence  You have chosen unique content (events, people, and ideas, etc.) to show how your concept travels through history.	Your documentary has addressed, illustrated, and explained content accurately through the lens of your concept. You have included content from every unit/era in the 5 <sup>th</sup> grade curriculum.	
Documentary Structure  (20 points)	<ul style="list-style-type: none"> <li>• Transitions between the parts are smooth and seamless. Entire production flows easily from part to part.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary has an introduction, body, conclusion, and credits</li> <li>• Transitions make logical sense.</li> </ul>	
Visual Appeal & Engagement  (10 points)	<ul style="list-style-type: none"> <li>• Background music reinforces information and sets a tone and mood that accentuates the time period.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is aesthetically pleasing and easy to watch and understand</li> <li>• Transitions are smooth and well timed</li> </ul>	
My own criteria  (10 points)	<ul style="list-style-type: none"> <li>• Done with excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Length—presentation does not exceed 8 minutes</li> <li>• primary sources</li> <li>• work efficiently and equally with partner</li> </ul>	

Sequence of tasks:

	Monday	Tuesday	Wednesday	Thursday	Friday
April 15-18	<p>Introduce project</p> <p>Talk about how to think conceptually/through a lens</p> <p>Define a documentary</p> <p>Make initial selections</p>	<p>Set partners and determine concept.</p> <p>Start the comp book review guide—looking for important primary sources for each era</p>	<p>Comp book review dive con't. (if not done, finish at home and over the weekend)</p> <p>Start storyboard</p>	<p>Concept Map</p> <p>Then start of storyboard &amp; script</p>	NO SCHOOL
April 22-26	<p>Finish all three:</p> <p>Concept Map, Storyboard, &amp; script</p>	<p>Create the footage/slides/start building the presentation</p> <p>Revise script as necessary</p>	<p>Build and edit documentary</p> <p>Revise script as necessary</p>	<p>Build and edit documentary</p> <p>Revise script as necessary</p>	<p>Build and edit documentary</p> <p>Revise script as necessary</p>
April 29-May 3	<p>Science TNReady</p> <p>Start presentations</p>	<b>Presentations</b>	<b>Presentations</b>	<b>presentations</b>	

Handouts (in chronological order)

- Documentary how to: expectations/descriptions
- Notes page (general summary of the unit time period)
- Concept map
- Storyboard pages with planning spots for transitions
- Script

## Comp Book Dive for Comprehensive Review

**Directions:** Look back through all of your notes from the whole year and try to remember all of the big ideas from each time period. The questions below are meant to guide your thinking and remembering. Not all of the questions will have answers for every time period, but try to answer as many as you can. Use any and all resources you have available to remember and understand what was going on in history in each era.

**Era:** \_\_\_\_\_

**Who** were the most important people in this time? Who made the big decisions, who made the biggest impact, who was in charge? Who rebelled? Why were they the most significant/influential? Whose voice was being heard? Whose voice was not being heard?

---

---

---

---

---

---

---

---

**What** were the most important things/inventions/tools necessary in this time period?

---

---

---

---

---

---

---

---

**Where** did the biggest things or events happen? What were the places like? Did the weather or geography make any difference?

---

---

---

---

---

---

---

---

**When** did everything happen? In what order? What was first? What are the most important dates and/or years that define this period of history?

---

---

---

---

---

---

---

**Why** did it happen? What were the motivators? Consequences? (the answer here should be how your concept triggered the era)

---

---

---

---

---

---

---

**How** did it happen? What were the major events that caused the time period to evolve? How did the era gain its definition?

---

---

---

---

---

---

---

**Anything else? Things I want to remember when I plan for this part of history in my documentary?**

---

---

---

---

---

---

---

## What is a documentary?

- A documentary is a movie or television program that tells the facts about actual people and events ([www.m-w.com](http://www.m-w.com))
- An informational documentary is a non-fiction film without actors. Typically, it is a journalistic record of an event person place or phenomenon. Its purpose is to convey factual data

## Characteristics of excellent documentaries

- Compelling
  - Based on facts
  - Has a point of view, but does not try to persuade
- Entertaining
  - Engages the audience with a variety of media, such as narration, text, interviews, photographs, dramatizations, or music
  - Holds audience interest.
- Based on facts
  - Uses and cites data from reliable sources
  - Does not rely on rumors or unsupported opinions
- Uses concise language
  - No more than 5-10 minutes

Check out this link for more:

<https://blog.nfb.ca/blog/2010/02/15/what-makes-a-great-documentary/>

## How to create a documentary:

There are three phases to producing a documentary: they are pre-production, production, and post production.

Here are some steps to take in each phase:

### Pre-Production

1. Choose your topic
2. Create a database of notes and/or research that you will rely on when making your presentation.
3. Create a timeline so you know when you will do each part to meet your deadline(s).
4. Do additional research, interviews, locating materials, etc.
5. Create an outline or storyboard and/or synopsis of your entire presentation
6. Write the script

### Production

7. Take footage
8. Build slides
9. Create the actual presentation

### Post Production

10. View your footage and edit (you will repeat this step multiple times)
11. Create your credits
12. Preview your final product and practice introducing it.

## Helpful websites:

- *Apple iLife in the Classroom*: <http://www.apple.com/education/ilife/> A great website if you're using iMoive or other Apple products
- *DV Café*: <http://www.dvshop.ca/dvcafe.html> a comprehensive website on all things related to digital filmmaking. If you are just starting out go to their "Beginners DV" section.