

### Reformation Documentary Assignment

*Note: These are the instructions that the 9<sup>th</sup> grade students will receive. You are creating a model documentary focusing on the Reformation, but you should follow these instructions as you create your project.*

You have been hired to develop a multi-media documentary that will faithfully represent the beliefs and experiences of an assigned group from the Industrial Revolution. You will do this by explaining what life was like for your group and by making an argument about what, if anything should be done to improve society. Your teacher will tell you which group has hired your design team. Your documentary will be made using *Microsoft Movie Maker* and will be viewed by your classmates. Following the viewing of the documentaries of each group, the class will deliberate about whether the Industrial Revolution improved or diminished the quality of life for people living during the revolution.

Your documentary should address these issues:

1. Explain what life during the Industrial Revolution was like for the group you have been hired to represent.
2. Compare the experiences of your group to other groups' experiences during the time.
3. Present your client's views as to whether the Industrial Revolution has improved or diminished the quality of life for British citizens.
4. Address what, if anything, the client would want to be done to change things.

Your documentary must be 5-10 minutes long and contain the following components:

1. A minimum of 3 historical photographs (most teams will likely use more)
2. At least one scene that includes a historical re-enactment. Each re-enactment must be supported by historical evidence. Cite the sources of your evidence in the storyboard.
3. Include at least two historical quotes from primary sources.
4. Use historical dress and props to help convey your message.

It is optional, but recommended that you include music. You may include no more than one contemporary music selection. If you do include one contemporary piece, you must also include at least one musical piece from the historical period. Consult the Lesson Activity web page for some examples of historical music.

Remember that your documentary must gain attention and be persuasive in order to faithfully represent the experiences and beliefs of your assigned group. As you plan your documentary, consider how you may use music, photographs, video footage and historical quotations to convey humor, fear, sympathy, etc.

Consult the models that your teacher has presented to help you as you plan for your own documentary.

### Evaluation Rubric

Your documentary will be evaluated for its content and its composition according to the following criteria:

<b>Criteria</b>	<b>Points Possible</b>
1. Documentary clearly communicates ideas.	5
2. Documentary demonstrates adequate understanding of the facts and arguments surrounding the issue.	3
3. Documentary presents persuasive evidence and arguments for the client's point of view	2
4. Documentary scenes flow smoothly and work together to provide a consistent argument.	5
5. Documentary demonstrates a creative and unique combination of information to present a persuasive argument	5
6. Final documentary product is polished and appealing.	5
7. Storyboard clearly shows documentary content and cites sources for all historical information.	5
<b>Total Points Possible</b>	<b>30</b>

**Project Checklist**

Have your teacher review your ideas and initial your checklist at each stage indicated below:

<b>Step</b>	<b>Description</b>	<b>Approval</b>
1	Read and discuss Group Profile document. Recorder completes the accompanying question sheet.	
2	Brainstorm information, arguments, and media to be used in documentary.	
3	Use storyboard to brainstorm content of each scene.	
4	Produce rough draft of the complete storyboard.	
5	Produce final storyboard and documentary.	

### **Group Roles**

**Narrator:** Primary responsibility for documentary voiceover. Creates graphic for storyboard. Plays a role in any re-enactment.

**Screenwriter:** Primary responsibility for writing the script. Creates screen narrative for the storyboard. Plays a role in any re-enactment.

**Technical Director:** Primary responsibility for producing the final product in *Movie Maker*, creating the technical directions on the storyboard, locating the visual images and any music that the group will use.