

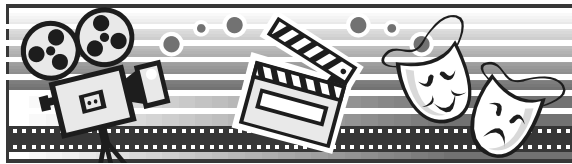


Student-Created Mini-Documentaries

Documentaries attempt to represent reality rather than tell a fictional story. Documentaries are essentially non-fiction film. In this project, students will work as individuals or teams to create a mini-documentary, identifying the theme, audience, and purpose for their film. Students will manage specific tasks of the role of a filmmaker through the selection of appropriate photographs and images, editing techniques, narration, and musical score. Finally, each student (or team) will be encouraged to present their documentary in a student "film festival."

Procedure:

1. The instructor should share examples of short documentaries with students, discussing theme, audience, and purpose. Ask students to note the following elements in the sample documentaries:
 - How color, motion, and audio effects are used to affect mood and tone
 - How still images are used, edited, transitioned to affect the tone and purpose
2. If utilizing a "team" approach, assign particular roles to each member of the group. (A 3-person team is most effective.)
 - Cameraperson and Musical Director (select and download still images and music to be used)
 - Writer/Editor (create and record narrative to support still images with necessary information)
 - Director/Chief Technician (assembles the final product and manages all steps of the process)
3. Introduce the project by explaining the guidelines for mini-documentaries. Guidelines might include:
 - Length (3-5 minutes)
 - Minimum number of still images (20-30 black and white or color) and appropriate images (copyright free and acceptable for grade level)
 - Musical score to be included as part of introduction or background (copyright free)
 - Credits (to be included in actual project or submitted as bibliography)
4. Allow classtime (one –two class period) to teach students the Photo Story software. (A mini-documentary without recorded narration can be constructed using less classtime for instruction and development. Classes might wish to start with a project that contains only images, music, and brief, printed narrative on slides within the documentary.)
5. Students may work in school or at home to complete the project within a reasonable time period. Students should save their project onto flashdrives or CDs for viewing by the teacher and class for the "film festival."
6. Explain that the class will conduct a film festival. As a class, define awards and categories, such as:
 - Best Screenplay (writing of narration)
 - Best Photography (selection of images)
 - Best Musical Score (use of appropriate music)
 - Best Direction (overall quality of the mini-documentary)
7. A rubric should be developed by the instructor and distributed prior to the project. (Sample rubric attached.) This rubric can be used for peer evaluation and/or teacher evaluation of the project. (Tip: A student-created rubric is desirable, after students have been introduced to mini-documentaries and have viewed sample products.)



Mini-Documentaries for the Classroom: Bringing Social Studies to the “Big Screen”

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As educators, our goal is to get students engaged in hands-on learning experiences, and video is clearly an instructional medium that generates excitement. Using sight and sound, video is the perfect medium for students who are auditory or visual learners. Video taps into emotions which stimulate and enthrall students; it provides an innovative and effective means for educators to address curriculum and improve student learning.

Classroom Uses for Mini-Documentaries:

- Direct Instruction (created by teacher to supplement primary text and print resources)
- Archive for Teachers (posted for districtwide access by all teachers for classroom instruction)
- Alternative for Powerpoint presentations (offers more engaging format)
- Student Research Project (individual or group alternative to research papers, tri-fold displays, etc.)
- Competitive Student Events (classroom film festivals, State History Day, etc.)
- Student Online Publications (posted on district websites for community public relations)
- Preserve Community/Family History (document interviews with family, community leaders, etc.)

Helpful Links for Developing Mini-Documentaries:

Downloading Photo Story (free) software

<http://www.microsoft.com/downloads/details.aspx?FamilyID=92755126-a008-49b3-b3f4-6f33852af9c1&DisplayLang=en>

Directions for creating a Photo Story

<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/tips/firststory.mspx>

Photo Story 3 System Requirements:

Windows XP; Windows XP Home Edition ; Windows XP Media Center Edition; Windows XP
Processor Required: Intel P3 700-megahertz (MHz)
or equivalent processor, an Intel P4 1.7-gigahertz (GHz)
Memory: 256 megabytes (MB) of RAM, 512 MB of RAM
Disk space: 400 MB of available hard disk space.
Microsoft Windows Media Player 10 or Realplayer
Microphone to record narration, if desired

What Makes Great Documentaries

<http://documentaries.about.com/od/?once=true&>

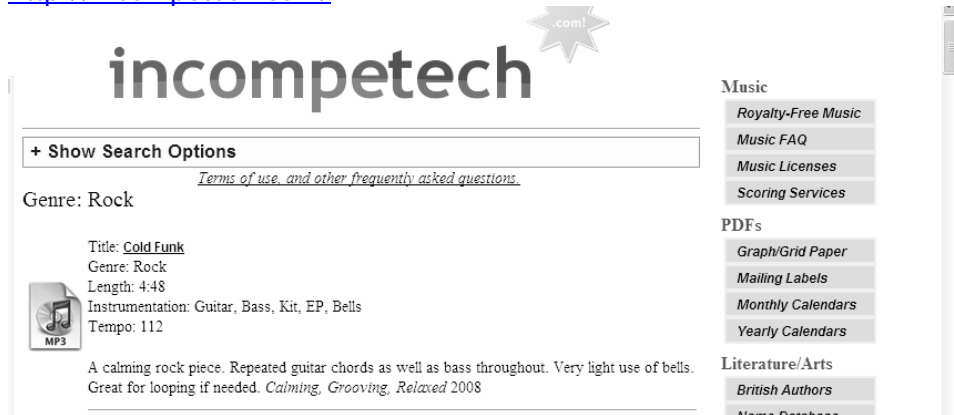
Research on Using Video in the Classroom

<http://www.libraryvideo.com/articles/article26.asp?mscssid=MWSKCF0FMS109K8CWTHL5K8XAK5B1K45>

Other Useful Sites:

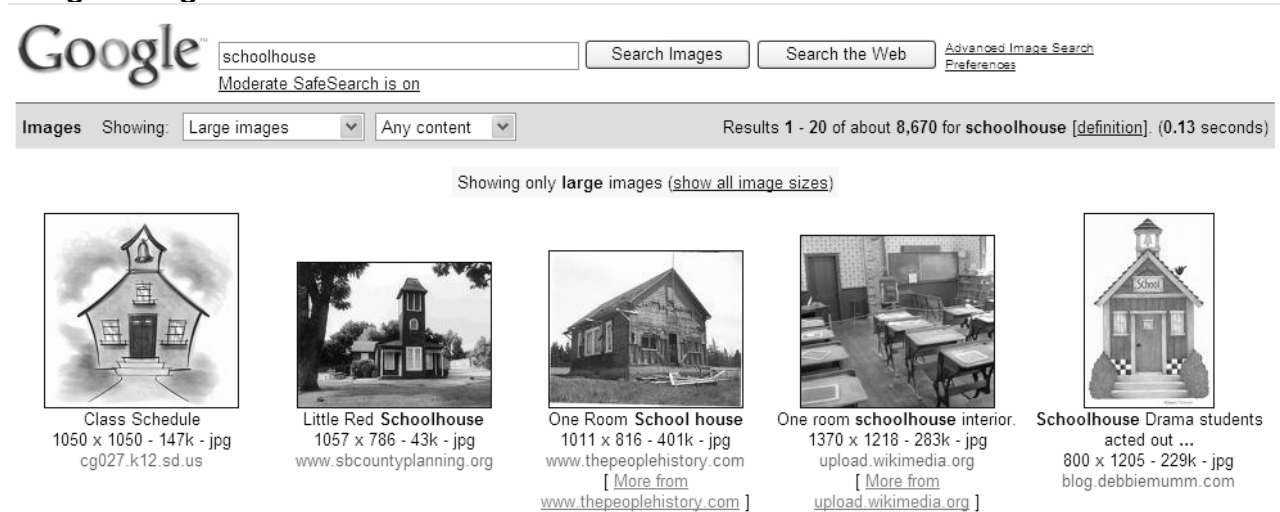
Royalty Free Music Clips

<http://incompetech.com/>



The screenshot shows the incompetech.com website. The main heading is "incompetech" with a ".com!" logo. Below it is a search bar with the text "+ Show Search Options" and a link to "Terms of use, and other frequently asked questions." The genre is listed as "Rock". The title of the clip is "Cold Funk", with a genre of "Rock", length of "4:48", and instrumentation of "Guitar, Bass, Kit, EP, Bells". The tempo is "112". A description follows: "A calming rock piece. Repeated guitar chords as well as bass throughout. Very light use of bells. Great for looping if needed. *Calming, Grooving, Relaxed* 2008". On the right side, there are navigation menus for "Music" (Royalty-Free Music, Music FAQ, Music Licenses, Scoring Services), "PDFs" (Graph/Grid Paper, Mailing Labels, Monthly Calendars, Yearly Calendars), and "Literature/Arts" (British Authors, Mama Darshasa).

Google Image Search

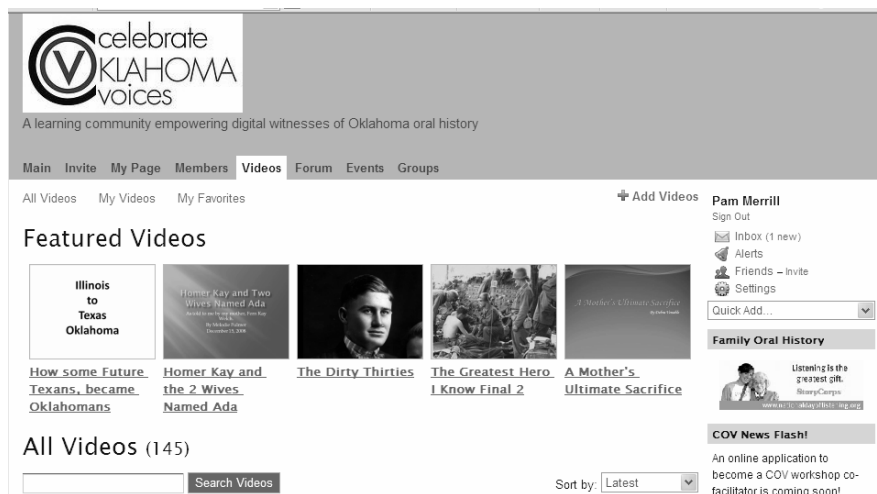


The screenshot shows a Google Image Search for "schoolhouse". The search bar contains "schoolhouse" and the "Search Images" button is highlighted. Below the search bar, it says "Showing only large images (show all image sizes)". The results show 1 - 20 of about 8,670 for "schoolhouse" in 0.13 seconds. Five image thumbnails are displayed with their respective captions and source URLs:

- Class Schedule**: 1050 x 1050 - 147k - jpg, cg027.k12.sd.us
- Little Red Schoolhouse**: 1057 x 786 - 43k - jpg, www.sbcountyplanning.org
- One Room School house**: 1011 x 816 - 401k - jpg, www.thepeoplehistory.com [More from www.thepeoplehistory.com]
- One room schoolhouse interior**: 1370 x 1218 - 283k - jpg, upload.wikimedia.org [More from upload.wikimedia.org]
- Schoolhouse Drama students acted out ...**: 800 x 1205 - 229k - jpg, blog.debbiemumm.com

Celebrate Oklahoma Voices

<http://celebrateoklahoma.ning.com/video/video>



The screenshot shows the Ning page for "celebrate OKLAHOMA VOICES". The tagline is "A learning community empowering digital witnesses of Oklahoma oral history". The page has tabs for "Main", "Invite", "My Page", "Members", "Videos", "Forum", "Events", and "Groups". The "Videos" tab is active, showing "All Videos", "My Videos", and "My Favorites". There is a "Featured Videos" section with five video thumbnails:

- Illinois to Texas Oklahoma**
- Homer Kay and Two Wives Named Ada**
- The Dirty Thirties**
- The Greatest Hero I Know Final 2**
- A Mother's Ultimate Sacrifice**

Other elements include a "Pam Merrill" profile card with "Sign Out", "Inbox (1 new)", "Alerts", "Friends - Invite", and "Settings" options. There is also a "Family Oral History" section with the text "Listening is the greatest gift. HistoryCamps" and a "COV News Flash!" section stating "An online application to become a COV workshop co-facilitator is coming soon!". A search bar and a "Sort by: Latest" dropdown are at the bottom.