

H21 Lesson Plan

Lesson Title: Middle Ages Documentary

Target Grade/Subject: 12th Grade/ English

Length: 405 minutes

Summary:

doc-u-men-ta-ry - adjective, noun plural doc-u-men-ta-ries - adjective

- consisting of or written on documents
- a film or television or a radio program that gives detailed information about a particular subject

You will be creating a documentary which will be viewed by your peers to help relate the culture and history of the Middle Ages to today's culture. As you can see, the definition of a documentary states that it must be truthful, no fiction can be included within your presentation. Students will choose between eight varying topics that help to relate the culture of the Middle Ages to today's culture. The presentation will be in the form of a one to two minute video. We will be working with WeVideo, which will allow us to collaborate through Google Drive. The sign up for the topics are first come, first serve. Only one group may work on each topic. Each presentation should answer the following questions: How was the culture of the middle ages different than today's culture? How was the culture of the middle ages similar to today's culture? Can you relate historical events of the past to current events? By the end of the project you should be prepared to present your video and answer questions. You will be self-grading your work throughout the process by completing rubrics and sharing them with the instructor through Google Drive.

Essential questions or objectives:

- How was the culture of the middle ages different than today's culture?
- How was the culture of the middle ages similar to today's culture?
- Can you relate historical events of the past to current events?

Objective:

12.1 The student will make a 5 to 10 minute formal oral presentation.

- a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
- d) Use visual aids or technology to support presentation.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

12.2 The student will evaluate formal presentations.

- a) Critique relationships among purpose, audience, and content of presentations.
- b) Critique effectiveness of presentations.

12.8 The student will write documented research papers.

- a) Identify and understand the ethical issues of research and documentation.
- b) Evaluate the accuracy and usefulness of information.
- c) Synthesize information to support the thesis.
- d) Present information in a logical manner.
- e) Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Resources:

Website - This is where the project information was contained. Students had access to the introduction lesson, calendar of due dates, activity directions, how to videos and a place to display the final product.

Lesson Development

Your task is to produce a 1 -2 minute documentary which will be viewed by your peers to help relate the culture and history of the Middle Ages. Students will form self initiated groups after a brief lesson on what are the aspects of a good documentary. Topic are chosen on a first come basis and no groups may choose the same topic. Students will take part in a self guided lesson on plagiarism and must pass a quiz on the topic. Students will research facts about their specific topic utilizing three different types of sources (book, database and internet). All facts will be cited using EasyBib and will be in the MLA format. Students will use Storyboard That to produce a draft of their PSA to work from. The groups will then create their documentary using WeVideo. Through the use of self created video, copyright free images, copyright free sound and self recorded audio students will produce their documentary. Students will reflect on their documentary by self grading their work from provided rubrics for collaboration, research, storyboarding and documentary production. All documentaries are posted on the project website for all students to view and discuss. Students will present their documentaries and answer questions about their work.

Activity 1 - Lesson Introduction Activities - 25 min

The lesson starts with asking students the following question:

- What is a documentary?

After a class discussion on the topic the students form a definition of the word. They are then shown a student example of a documentary on [Middle Ages Weapons](#). A discussion ensues to see if the video shown meets the class definition of a documentary. Once consensus is reached the shows the sample video another time and poses two new questions to the class:

- How was the culture of the middle ages different than today's culture?

- How was the culture of the middle ages similar to today's culture?

The above questions were designed to get students to think critically and form conclusions based on prior knowledge. A class discussion ensues based on the two essential questions posed. Once consensus is reached the teacher introduces the lesson to the students.

- Documentary Introduction:
 - Students will be introduced to the documentary project and will learn the aspects of what makes a good documentary. The documentary will be a video that should convey a clear truthful message to the public about the cultural and historical significance of your topic. Students watched a sample student made documentary to model the expectations.

Activity 2 - Group Formation - 20 min

A major focus of this project is communication and collaboration. The lesson starts with the teacher asking students what communication and collaboration mean and then relates it to the documentary project. Based on answers provided by the class and the discussion had students reflect and decide on their groups. Once established in their groups they set up sharing permissions in Google Drive and work on completing the Group Norms Template. The last step in this lesson is for the groups to pick their topic on a first come first serve basis. In order for a group to pick a topic they must complete their Google Drive permissions and their Group Norms Template.

- Students will set up Google Drive folders and sharing permissions - [Turn in Directions](#)
- Group Norms- students fill out a Google Doc defining their norms/group rules (share with instructor) called the [Creating Group Norms - Middle Ages](#).
 - Group Norms - [student artifact](#)
- Pick Your Topic
 - Feudalism
 - Knighthood and the steps to becoming a knight
 - Courtly love in comparison to modern-day love
 - The relationship between Thomas a Becket and Henry II
 - The role of women and how it changed during the Middle Ages
 - What was the Black Death and how did it affect Feudalism
 - Middle Ages Weapons

Activity 3 - Plagiarism Tutorial and Plagiarism Quiz - 30 min

An introduction to research and information fluency is provided in this lesson. Students participate in a self paced tutorial lesson on plagiarism. Upon successful completion of the tutorial students take a quiz to reinforce what they learned.

- [Plagiarism Tutorial](#)
- [Plagiarism Quiz](#)

Activity 4 - Library Workshop on Note Taking and Citing Sources - 30 min

This activity focused on research and information fluency.

- Students are introduced to the website [Easybib](#) and are allowed to practice with the tool. Students are given a small assignment where they research and cite the work.

Activity 5 - Research - 75min

- Students are provided with a collaborative research template to complete. Students make a copy of this template and then place it in their Middle Ages folder in Google Drive. They then research and complete the template collaboratively. Students will research facts about their specific topic utilizing three different types of sources (book, database and internet). All facts will be cited using EasyBib and will be in the MLA format.
 - [Collaborative Research Template](#) - share with instructor
- Students reflect on their collaborative research by completing the [Collaborative Research Rubric](#) and sharing it with the instructor by placing it in their Google Drive folder.
 - [Student Research Artifact](#)

Activity 6 - Storyboarding - 75min

- Storyboard Creation - Students were introduced to the process of storyboarding through the [Middle Ages Website](#). They watch a couple of how to videos specifically chosen to help them understand the process and expectations of their storyboards. Students have a choice to storyboard by hand using a template or to use a web based storyboard program called [Storyboard That](#).
 - [Storyboard That Template](#)
 - [Storyboard Snipping Directions](#)
- Students reflect on their storyboard experience and work by filling out the [Storyboard Rubric](#) and sharing with the instructor by placing in their Google Drive folder.
 - [Student Storyboard 1](#)
 - [Student Storyboard 2](#)
 - [Collaboration Video 1](#)
 - [Collaboration Video 2](#)

Activity 7 - Create Your Documentary - 90min

- Students WeVideo software (cloud based) editing program to use to produce their documentary. WeVideo integrated with Google Drive and allows students to collaborate and easily share their work. The Middle Ages website houses how to videos for students to watch and learn how to use the software. The Middle Ages website provides students with resources for find images, image editing software and sound that is copyright free. Students produce their documentary and move their video file to their Google Drive folder to share with the instructor.
- Students reflect on their storyboard experience and work by completing the [Documentary Creation Rubric](#) and sharing with the instructor by placing in their Google Drive folder.

Activity 8 - Refine and Publish Documentary - 30min

- Instructor and groups have a rubric discussion regarding the rubric grades and what can be

changed and improved. Groups return to refining and editing to produce their final product.

- Students produce their documentary and move their video file to their Google Drive folder to share with the instructor.
 - [Student Documentary 1](#)
 - Student Documentary 2

Activity 9 - Present and Answer Questions - 30min

- Students will introduce their documentary, show it to the class and then answer questions.

TIPC Assessment:

Research and Information Fluency:

Students are given time to conduct research by fact finding utilizing three different types of sources (books, databases and internet sites). Students use EasyBib help electronically organize their information before sharing it in a collaborative Google Research Template. Facts are then discussed and the best ones are separated to use later in the creation of the PSA.

Communication and Collaboration:

Students form self selected groups based on introduction of the lesson provided by the instructor. Students split up research and compile their findings on a shared Google doc where they discuss which facts are the most useful and powerful for their PSA . They must also work together to decide what their PSA will look like by Storyboarding together. Upon completion of their Storyboard students use WeVideo to collaboratively produce their documentary. Throughout this process they reflect back on their work as a group by filling out rubrics for each activity.

- [Collaboration Video 1](#)
- [Collaboration Video 2](#)

Critical Thinking and Problem Solving:

Students are given a wide variety of digital tools and must then select the most appropriate one for the task they are to complete. Students justify their choices by filling out rubrics which allow them to reflect on their choices. Students are given the freedom to select options not provided by the instructor as long as they are explained and justified.

Creativity and Innovation:

Students have to design an documentary that provides factual historical information their peers to help them understand the culture of the Middle Ages. This is task that crosses the curriculum and allows students to express the knowledge they gained in a unique way. Students were given the freedom to choose many different ways accomplish this task.