

Uncovered
Lesson Plan Day 7
Design the Documentary

LESSON OBJECTIVE

Students will be able to:

- Identify the types of documentaries and select the type they plan to create
- Begin to write their documentary scripts

ASSESSMENT

- Exit Questions
- Classwork

KEY POINTS

- Students will begin their journey as filmmakers with the help of the teacher
- The teacher will explain the necessary components of documentaries, walk through how to write a script and provide real world examples of documentaries.

COMPONENT	TEACHER & STUDENT ACTIONS	MATERIALS
Do Now [5 min]	Have you ever watched a documentary? If so, what was it about? If not, write down the last thing you watched that was based on real life.	Slidedeck Paper and pencil (or discuss out loud as a class) Student Journal
Mini-Lesson [15 min]	Introduce students to a documentary. Show students examples of a Sample 60 Sec Documentary .	Slidedeck
Independent Activity [20 min]	Students will create an outline and script for their documentary. This activity handout is located on Day 7 in their student journal. Click here for a longer version of the script as a Google doc and here as a pdf.	Slidedeck Student Journal
Closing [10 min]	Answer the question: is your documentary informing or	Slidedeck Paper and pencil (or discuss out

	persuading your audience?	loud as a class)
DIFFERENTIATION CONSIDERATIONS:		
- Choose either paper/pen/pencil or digital tools (Google Slides, Google Draw, etc) - Students can work individually or in groups - Students can have more teacher support where needed		

STANDARDS	
NGSS HS-ESS2.D3: Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. HS-ESS2.D4: Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere.	
Common Core CCSS.ELA-LITERACY.SL.6-12.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-12 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCSS.ELA-LITERACY.W.7-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CCSS.ELA-Literacy.W.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-LITERACY.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
C3 Social Studies	

- **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- **D4.3.9-12.** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

