

HISTORY COMES TO LIFE

Government Honors

Activity: Students will read a biography on an influential political figure in America's history. Students will choose one or two events in that person's life and adapt it into a screenplay for a television show or film.

Directions:

1. Divide students into groups of six or seven.
2. As a group, students will decide which historical figure they wish to learn about.
3. Allow students time for brainstorming and library use.
4. Students should be given the following instructions:

PART I. READING

- a. The biography must be at least 350 pages in length for groups of seven and 300 pages for the group of six.
- b. As a group they will "jigsaw" the biography evenly.
- c. Each group member will be responsible for writing a detailed outline summary of pages and or chapters read.
- d. As a group one compiled journal summary of the biography chosen must be turned into the teacher by date: _____
- e. The journal must include a log that details who read what pages and the dates when they were read.
- f. Each member is to complete a peer evaluation for each member in their group.
- g. Once the journals have been turned in and checked by the teacher the group is to begin writing their screenplay.

PART II. SCREENPLAY

- a. The screenplay is to have at least 2 Acts and the total screenplay should be at least 12 pages in length. (The number of Acts may be modified.)
- b. The film produced from this screenplay is to be at least 15 minutes in length.
- c. Everyone is to have a part in the writing of the screenplay-it should be a collaborative effort.
- d. Each member is to complete a peer evaluation for each member in their group.
- e. The screenplay will be due: _____
- f. **You may not begin filming until _____ has seen the screenplay.**

PART III. PRODUCTION

- a. Once the screenplay is complete groups will have one week to film.
- b. The screenplay must be at least 15 minutes in length and no more than 20.
- c. All members should play an active part in the filming process.
- d. A person outside of your group may film the production.
- e. Each member is to complete a peer evaluation for each member in their group.
- f. The final product will be due _____

HISTORY COMES TO LIFE

Government Honors

Student Tasks

Activity: Students will read a biography on an influential political/economical figure in America's history. Students will choose one or two events in that person's life and adapt it into a screenplay for a television show or film.

Directions:

1. You will be broken up into three groups of (7) and one group of (6).
2. As a group you will decide which historical figure you choose to learn more about.

PART I. READING

- a. The biography must be at least 350 pages in length for groups of seven and 300 pages for the group of six.
- b. As a group you will evenly "jigsaw" the biography.
- c. Each group member will be responsible for writing a detailed outline summary of pages and or chapters read.
- d. As a group one compiled journal summary of the biography chosen must be turned in by _____.
- e. The journal must include a log that details who read what pages and the dates when they were read.
- f. Each member is to complete a peer evaluation for each member in their group.
- g. Once the journals have been turned in and checked by your teacher the group is to begin writing their screenplay.

PART II. SCREENPLAY

- a. The screenplay is to have at least 2 Acts and the total screenplay should be at least 12 pages in length.
- b. The film produced from this screenplay is to be at least 15 minutes in length.
- c. Everyone is to have a part in the writing of the screenplay-it should be a collaborative effort.
- d. Each member is to complete a peer evaluation for each member in their group.
- e. The screenplay will be due _____
- f. You may not begin filming until your teacher has seen the screenplay.
- g. Once the screenplay is complete groups will have one week to film.

PART III. PRODUCTION

- a. The screenplay must be at least 15 minutes in length and no more than 20.
- b. All members should play an active part in the filming process.
- c. A person outside of your group may film the production.
- d. Each member is to complete a peer evaluation for each member in their group.
- e. The final product will be due _____

Collaborative Work Skills : Peer Evaluation

Teacher Name: J Jordon

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod,	Rarely focuses on the task and what needs to be done. Lets others do the work.

Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.

Video- Preproduction : History Comes To Life Part II

Teacher Name: J Jordon

CATEGORY	4	3	2	1	Score
Teamwork	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members	Meetings are not held AND/OR some team members do not contribute a fair share of the work.	
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the	
Script	Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional.	Script is mostly complete. It is clear what each actor will say and do. Script is shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems	There is no script. Actors are expected to invent what they say and do as they go along.	
Storyboard	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the	Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard	
Equipment Preparation	All necessary equipment/supplies are located and scheduled well in advance. All equipment (sound, light, video) is checked the day before the shoot to ensure it is operational. A backup plan is	All necessary equipment/supplies are located and scheduled a few days in advance. All equipment (sound, light, video) are checked the day before the shoot to ensure they are operational. A	On the day of the shoot, all necessary equipment/supplies are located and checked to ensure they are operational. There may	Needed supplies/equipment are missing OR were not checked before the shoot.	

Multimedia Project : History Comes To Life Part III

Teacher Name: **J Jordon**

Student Name: _____

CATEGORY	4	3	2	1
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.