

Lesson 3: The Documentary Project

Overview: In this lesson, students will synthesize the information they analyzed in the primary source documents. They will write a brief essay that will in turn serve as a script for the documentary they will create and post to YouTube or TeacherTube. This lesson is actually a fairly intense project and will take a fair amount of class time, but the results are worth it. The experience the students gain working with the primary sources will be invaluable as they deal with other primary documents throughout the school year.

Objectives:

- The student will be able to write a multi-paragraph essay based on their document interpretation (APPARTS).
- The student will create a short documentary film using their essay as a script and pictures found on the Internet.

Duration: Three 90-minute block periods (1 for writing, 2 for producing documentary) plus extra time for viewing.

Materials:

- Completed APPARTS worksheets
- Pen/paper
- Sample mini-documentary: <http://www.youtube.com/watch?v=B61-b3KfbAI>
- Access to computer lab w/Internet
- iMovie (Mac) or Windows MovieMaker

Procedure:

Introduction



1. Show sample mini-documentary. Have brief class discussion asking questions such as:
 - What did the film have to say about Oñate?
 - Did you understand what the document was about?
 - Were the pictures helpful in showing the main idea?
 - What did you like?
 - What would you do differently?

Teacher-led
Component

2. Tell students that they are going to write a group multi-paragraph essay using their APPARTS worksheet as notes. The various components do not have to appear in the essay in the same order they do in the worksheet. For example, in the sample documentary, the place and time were listed before the author. If you can get access to the computer lab so that students can write their essays on the computer, so much the better.

Group Activity

3. Give students the balance of the class time to write and edit their essays/scripts. Unfinished essays should be completed for homework. The teacher should walk around the class and check to make sure the students are writing appropriate essays. You may want to collect the essays at the end of the period so that you can take them home and grade

them before the next class meeting. It is very important that no student start on their film before they have a script.

4. Each group should have their completed essay/script. Proceed to the computer lab. The first step is to find what kind of pictures they want and where they want them to appear in the script. Groups should decide what kind of picture to look for, Google it, and then place it in a folder in iPhoto (or the Windows equivalent).
5. Once they have found all of the pictures they want (10-15 max. depending on the length of the essay-you may want to specify a maximum or minimum amount), have them write, the margins of the essay, where they want each individual picture to appear.
6. Decide which group member(s) is going to be the narrator, and have another group member time them as they read the essay aloud. Mark the time between each picture (a huge timesaver when it comes time to record the voiceover).
7. In the computer lab, have students open iMovie or Windows MovieMaker. I will not give step-by-step instructions here on how to use these programs. Video tutorials are readily available and I suggest each student group watch one before using the program. I will just state the order I find to be best for this project: first, drag the pictures from the iPhoto folder into the new project and adjust the timing on each picture (they timed yesterday) and the effect they want-I like the Ken Burns effect. Next, record the voiceover. Finally, choose an audio track from iTunes. The students will probably want to bring songs from their computers at home. The tricky part of the whole process is getting the lab quiet enough for each group to record using the built-in microphones. If you have USB headsets, great.
8. As each group finishes, have them upload to YouTube or export the project to a flashdrive and then upload to teacherTube(if your district blocks YouTube).
9. You definitely want to show each group's film to the rest of the class (remember-each group has only read one document and you want them exposed to the information from all of them), so decide when you want to do this. One suggestion would be to use a video or two as a bell ringer activity for the next few class meetings.
10. Closing discussion: take a few minutes to ask:
 - What was the best part of this assignment?
 - What was the most challenging part?
 - What have you learned from this assignment?
 - What should I change about this assignment for next year?

Closing

Assessment:

- Participation grades can be given for the group work.
- The documentary should be treated as a large grade (see sample rubric)

Sample Rubric

	4-Exemplary	3-Above Average	2-Progressing	1-Emerging
Participation	Group members worked exceptionally well together. Each group member participated in a meaningful way.	Group members worked well together. Most group members participated in a meaningful way.	There were a few difficulties with group members. Not all group members participated in the project in a meaningful way.	There were a lot of difficulties. Many group members did not participate in a meaningful way.
Individual	Attendance was perfect. You performed your part of the task extremely well and conscientiously.	Attendance was perfect. You performed your part of the task well.	One absence. You performed your part of the task, but not very well.	Two absences.
Finished Documentary	Film is complete and covers all elements (APPARTS) extremely well.	Film is complete and covers all elements.	Film is complete, but some elements are missing.	Film is incomplete.

ELL/ESL: Be sure that these students are spread out among groups. This is a great chance for them to work with other students on writing assignments, so they do not have to carry the whole load for writing an essay, a task which may seem very daunting to them.

Account of the Discovery of the Buffalo

On the 23rd day of February, 1599, in the pueblo of San Juan Baptista, Juan Gutierrez Bocanegra, the secretary of New Mexico, presented this document before a large group of Spanish government officials, including Don Juan de Oñate, then governor of New Mexico. The pueblo was renamed by the Spanish from its original name, Okay Owingey. Traditionally, San Juan (O'ke in Tewa) was the center of an Indian meeting ground, its people so powerful that only an O'ke native could declare war for the Pueblo Indians. Although called a Taoseño, Pueblo Revolt leader Popé actually was a San Juan native.

It is one of the largest Tewa-speaking pueblos with a population of about 6,748. Today, the pueblo is the headquarters of the Eight Northern Indian Pueblos Council and home to the Oke-Oweenge Crafts Cooperative, which exhibits the art of the eight northern pueblos. The main art focus of this Tewa village is redware pottery, weaving and painting.

The reason for this document is found toward the end where the secretary, Bocanegra, states that the *sargento mayor*, Vicente de Saldivar Mendoza, "presented this account of the journey which he made by order of his Lordship to the buffalo; and the said Señor governor, in order that to his Majesty and his audiencias and viceroys it be made evident and known that all is true". The Spanish kept copious and very official records of all their adventures in the New World.

This document tells the story of how a group of Spanish soldiers traveled all over northern New Mexico in search of cattle. They met various Indian groups along the way and finally saw their first buffalo bull. The Spaniards found the sight of a buffalo very

comical. They decided that they needed to capture and domesticate these animals, but found it a much more difficult task than they had anticipated. They were unable to control either the full-grown buffalo or the calves. The rest of document goes on to describe the buffalo and various Indian groups they run across.

What does this document tell us about Oñate? We see what kinds of things the conquistadors did and what was important to them. We get to see that these long-dead men had a sense of humor, laughing for hours over buffalo, an animal they had never seen before. Perhaps most importantly, we see the areas of New Mexico that were explored during this time period and what it was like so long ago.