**Documentary** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## ENG2DO: English, Academic Revised Jan 2014

This documentary process builds on the work we did last year with docudrama. The beginning stages are the same: reading a text and developing an inquiry question.

This time around, you will shape an answer to your question by writing and producing a 10 to 12 minute documentary film. This documentary can be factual or fictional, but either way it must present your answer in the style of a documentary film.

**Purpose:**

* To collaborate with peers to read and study a text – novel or non-fiction
* To think critically about the themes presented in literature and ask a “Big Question”
* To answer this question creatively by writing, planning, and filming a documentary film
* To employ ethos, pathos, and logos in persuading the audience to accept your answer

**Process:**

1. Read a text in a small group.
2. Establish a “Big Question” – an inquiry question based on the themes and issues you find in your texts.
3. Develop a documentary concept that will allow you to explore the answer to your question – can be a true documentary or a fictional documentary.
4. Write your film – complete all stages of the process (see handout).
5. Film and edit your documentary to become a 10-12 minute product.
6. Screen your documentary for the class.

**Responsibilities: Each group member will**

1. Read the chosen texts completely.
2. Participate completely in the production of the film.
3. Choose one role and fulfill the responsibilities of that role.

Some of your mark is based on process, and some is based on product. You will need to fulfill all of your responsibilities to do well on this assignment. Also, because this is a group assignment, your groups members’ success also depends on your commitment and follow-through. Make sure you do what you say you will do.

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| **Documentary Assessment Criteria** |  |  |
| **Knowledge and Understanding** | **Level** | **Mark** |
| Demonstrates clear understanding of the text – both content and themes/ideas/issues | R 1 2 3 4 4+ | /20 |
| Understands how the text relates to opinions and ideas outside of the text (eg. Our world, society, nature as human beings) | R 1 2 3 4 4+ |
| Demonstrates a clear understanding of different types of documentary footage | R 1 2 3 4 4+ |
| **Thinking** |  |  |
| Develops a meaningful question that structures the documentary and answers it effectively | R 1 2 3 4 4+ | /20 |
| Structures a coherent ‘story’ – script with a clear structure, including climax | R 1 2 3 4 4+ |
| Manipulates the audience to accept answer through use of persuasive techniques – effectively utilizes ethos/pathos/logos | R 1 2 3 4 4+ |
| **Communication** |  |  |
| Uses visual medium to tell the story – “show” more than tell | R 1 2 3 4 4+ | /20 |
| Clear communication in interviews – questions and answers reveal characterization and build story | R 1 2 3 4 4+ |
| Use of other audio/visual techniques to communicate meaning – music, title cards, other stylistic elements | R 1 2 3 4 4+ |
| **Application** |  |  |
| Completes all stages of the writing process – writing process package | R 1 2 3 4 4+ | /20 |
| Applies technology skills to create quality product – sound, lighting, editing | R 1 2 3 4 4+ |
| Applies learning skills to work successfully as a group member and fulfills assigned role.  **Role:**  **List your key tasks here**:  **Scripts written by you are:** | R 1 2 3 4 4+ |