

# TEACHER TIPS

**The American History Film Project can be integrated into existing lesson plans in various ways. It can be a stand-alone project or an extra credit assignment as you will see in Kelly's example.**

- **Student shoots video using parent's phone or another electronic device**
- **Parent or teacher uploads to YouTube omitting student last names**
- **Teachers or family members may assist in editing by using YouTube editing function or classroom software.**
- **Sources must be cited in the rolling credits of the film and the typed description in YouTube.**

**Kelly Garcia who teaches Spanish and History in Mullen Nebraska shared this experience teaching 7<sup>th</sup> graders:**

*Due to only having fifty minutes a day with my classes, I elected to use this project as an extra credit challenge. I first briefly explained the project and we brainstormed possible film topics. As students committed to the project, we spoke outside of class about it. I had to approve all topics before filming began.*

*Since this was extra credit, students did the research and filming outside of class time. Parents and friends were able to assist them by recording and sharing information. The students brought me the video along with any resources they used for information. I then uploaded the films into MovieMaker and added captions and credits. In some cases, students will be able to use MovieMaker on their own. We viewed the final project, but students are shy about sharing these with the own class. I invited parents and administrators to take a look as well. -----Kelly Garcia*

*{In 2015 Kelly's students received Congressional and state letters of recognition for their films on Sod Houses and the investigation of Nebraska land claim crimes (and a murder) by Teddy Roosevelt's precursor to the FBI. In 2016 Kelly connected students to owners of local historic properties and interviewed the local historians. The films not only had a showing in a local venue but may be added to state-wide exhibits celebrating Nebraska's 150<sup>th</sup> Anniversary.}*

*Students may enlist the help of parents or neighbors but students must have had a part in the acting, writing, research or editing of the film to qualify for AHFP recognition. Teachers may add to the student requirements. One teacher, Gina Fraher, in Arizona weaved the project into her elementary school lesson plans for writing, by requiring that the students research, write, act and direct the film as a group. She allotted time for the project during Language Arts and Social Studies lessons challenging the students to write the script first as a play and then as a teleplay. She expanded on the challenge and made it a year-long project.*

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*What follows is a more comprehensive plan for classroom teachers in the elementary grades. Gina Fraher has done a great job showing how her plan functioned.*

American History Film Project (Arizona) Classroom Experience [gfraher@goaj.org](mailto:gfraher@goaj.org)

#### QUARTER ONE

End of Quarter Product: Google Slides presentation

- Read books provided and visit sites to discover historical topics in our area.
- Discuss with other participants the topics you are interested in and agree on who will do what.
  - REMINDER: your topic should be narrow enough to easily write about and popular enough that you will find information on it.
- My topic : \_\_\_\_\_ Teacher Initials: \_\_\_\_\_
- Begin gathering information on your topic. Create a Google Doc to organize the information in a bulleted list. Do not worry about order-just get your info down. You will order later.
- Develop a set of questions about your topic to ask our visiting historian, James Swanson. Take notes in your project notebook as he talks. If you want to record him, ask for permission.
- Use research gathered to create a Google Slide. Each slide must contain a photograph, a statement of research using correct conventions. The slides should be in a logical order.
- Practice presenting your presentation with the other participants. Get feedback for improvement.
- Present your final presentation during our October Family Follies Day.

#### QUARTER TWO

End of Quarter Product: Newspaper Article

- Using the newspapers provided, read through a couple articles to become familiar with the format and writing style.
- Interview our guest journalist (Mrs. Hawman) to help you write your article.
- Write a first draft news article on your topic using Google Doc. When done share it with your fellow participants. They will read it for content. Revise/edit using their comments on the Doc. Share your revised copy with teacher.
- Using my comments in Doc, write your final draft news article. Share it with Mrs. Hawman. She will give you her advice on improving the article.
- Publish article.

#### QUARTER THREE

End of Quarter Product: Reenactment Script

- Read scripts to become familiar with parts of a play. Use these to help you structure your script.
- Create characters that are realistic to the time. They could be actual people or fictional characters that will present the information.
- Develop an outline of events that presents the information.
- Working with the volunteer drama teacher, Mary Root (Tues & Thur), write a first draft of your play. It should include a list of characters, stage directions, and factual dialogue within 3 scenes.
- You will check in with the drama teacher and the teacher each Tuesday and Thursday to check progress. Your final script is due to be completed by \_\_\_\_\_.

#### QUARTER FOUR

End of Quarter Product: Reenactment Film presented at Film Festival

- Present play to class. Select students to read parts. After reading play, have students sign up for the parts they will want to try out for.
- With the drama teacher hold try outs for the parts. Select your cast, including understudies.
- Send home permission forms to the parents of your cast. Give them a specific return date.
- Practice your play on Tuesdays and Thursdays. Begin gathering costumes and props.
- Hold rehearsals after school on Mondays and Wednesdays the last three weeks. Final week is dress rehearsal.
- Film movies on site at Superstition Mtn. Museum with high school film students. Film students will edit and produce the movie for us.
- Present plays at the Desert Vista Film Festival.