

Unit Length	6 weeks
Grade Level(s)/Subject(s)	6th grade ELA / Social Studies
Unit Overview	<p style="text-align: center;"><i>How did my family and I get here?</i></p> <p>This unit will focus on students’ families and how they migrated either domestically or internationally to get to their current location. As a final project students will create a documentary that will chronicle their family’s journey and their lives now.</p> <p>Students will analyze a range of first person narratives of immigrants and migrants in order to understand how and why people leave their homes for a new country. The class will analyze society’s treatment of refugees, undocumented immigrants, and documented immigrants.</p> <p>Students will write personal narratives about their family’s lives, using information that already know and capturing things that they like to do as a family. Students should preferably write about a specific activity or tradition that their family observes. As they are writing, students should start to think about a family member who has a compelling migration story to tell. Using that information, students will reach out to the family members who can tell that story.</p> <p>Finally, students will craft a 5 - 7 minute documentary capturing one migration story from their family. Incorporating interviews from at least four unique family members, students will leverage the following questions to explore the legacy of migration in their family:</p> <ol style="list-style-type: none"> 1. Why did their family member migrate? 2. How did migration affect the extended family?
Objectives & Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> ● Use close reading strategies to analyze texts

	<ul style="list-style-type: none"> ● Identify key members of their family to interview ● Compose open ended questions to ask their interview subjects ● Analyze underreported stories to learn interview strategies ● Learn basic filming and editing skills
Standards	<p>CCSS.ELA-Literacy.RL.6.2 Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).</p>
Unit Resources	<p>Spiral Q and West Powelton in the Streets: Keeping the Cultural Legacy, Spiral Q (5:14)</p> <p>High on the Hog: How African American Cuisine Transformed America, Netflix</p> <p>The Untold Stories of Black Cowboys in America by Ashonti Ford, Spectrum Bay News</p> <p>I am Not Your Refugee from Open Democracy</p> <p>Ancestry Classroom</p> <p>Interview Techniques for Telling Under-reported Stories, the Pulitzer Center</p> <p>"The Journey Home: The Welcome Home Committee," Iraq: The Journey Home by Zahra Ahmad, MLive</p> <p>"How To Write A Documentary Script," New York Film Academy</p> <p>How To Write A Script For A Documentary, Desktop Documentaries (1:49)</p> <p>Teacher-created worksheets and rubrics</p>

Performance Task(s)	<p><u>Performance Task 1: Short Narrative</u> Students will write a short narrative about their family history. Using prompts such as:</p> <ul style="list-style-type: none">• Where is your family originally from?• Why did your family move to this area? <p><i>Educator note: Feel free to use more specific prompts if you know more about your student's immigration/migration status</i></p> <p><u>Performance Task 2: Documentary</u> Students will make a 5 - 7 minute documentary about their family. The focus will be on migration from one place to their current city/neighborhood. The documentary will feature:</p> <ul style="list-style-type: none">• Student voice over• Background music• A compelling subject(s) to interview,• Good use of transitions and a well organized layout <p><i>Educator note: Feel free to choose just one of these performance tasks if your schedule doesn't allow for both. I also recommend leveraging accessible experts in filmmaking to support teaching documentary filmmaking skills</i></p>
Assessment/Evaluation	Students will present their projects to the class for feedback. In addition, a Documentary Rubric [.pdf][.docx] will be used to grade individual movies by the teacher.

UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 1</i>				
Day 1	Spiral Q and West Powelton in the Streets: Keeping the Cultural Legacy, Spiral Q (5:14)	Students will be able to... <ul style="list-style-type: none"> Analyze a short documentary students Differentiate between a traditional movie and a documentary 	<u>Lesson Steps:</u> <ol style="list-style-type: none"> Facilitate a whole class discussion about what students think a documentary is. Chart student responses. Screen Spiral Q and West Powelton in the Streets: Keeping the Cultural Legacy Revisit the conversation about what defines a documentary. Add additional details and/or characteristics. Ask the class: <ul style="list-style-type: none"> What was interesting? Was the documentary visually appealing? What was the purpose of the documentary? 	Computer Chart paper Markers Paper/pencil
Day 2	"Our Roots," High on the Hog: How African American Cuisine Transformed America, Netflix (58:00)	Students will be able to... <ul style="list-style-type: none"> Recognize the educational and entertainment purposes of a documentary 	<u>Lesson Steps:</u> <ol style="list-style-type: none"> Screen "Our Roots," the first episode of <i>High on the Hog: How African American Cuisine Transformed America</i>. <p><i>Educator note: Because it is about 58 minutes long, you may want to preview it and only show a</i></p>	Computers

			<p>portion depending on your class length.</p> <ol style="list-style-type: none"> 2. After viewing, ask the class: <ul style="list-style-type: none"> ● What did you see in <i>High on the Hog</i> that was important for the viewer? ● What did you learn? ● Who is the target audience of the documentary? 3. Facilitate a whole class discussion comparing the two documentaries. Analyze: <ul style="list-style-type: none"> ● The visual aesthetic of the two ● What the filmmaker wanted the viewer to learn 	
Day 3		<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Describe why people move from their homes to make lives in other countries/states/cities. 	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. On the board write “Why do People Move?” <ol style="list-style-type: none"> a. Have students discuss the question in small groups. b. Students should add their responses to a Padlet (padlet.com) or a Jamboard. c. Have small groups share their responses to the class. 2. Discuss the importance of telling our individual stories. 3. Discuss why it’s important to honor everyone’s decision even if it isn’t our reality. This will serve as context for engaging with the text focus for next 	Computers

			class, " The Journey Home: The Welcome Home Committee. " Iraq: The Journey Home by Zahra Ahmad, MLive.	
Day 4	"The Journey Home: The Welcome Home Committee." Iraq: The Journey Home by Zahra Ahmad, MLive	<p>Students will be able to</p> <ul style="list-style-type: none"> Analyze an underreported story about migration and home Explain the importance of knowing one's culture through family stories 	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> Students should read The Journey Home: The Welcome Home Committee. independently or in small groups. Discuss the following questions. Post them in google classroom or on the board: <ul style="list-style-type: none"> What similarities and differences do you share with the author? Why is this story important? Do you think her parents made the best decision to move to America? What sacrifices would you make for your future children? <p><i>Educator note: this is a great assignment for students to do over a weekend since it will give students time to talk to their adults.</i></p>	Print out of article or computers
Day 5		<p>Students will be able to...</p> <ul style="list-style-type: none"> Recognize the steps to begin their documentary projects Begin the pre-interview process with their family members 	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> Tell the class that they are going to make a documentary. <ol style="list-style-type: none"> Explain that documentaries are digital research projects and the steps to completing a documentary are the same as a research project. Students will: <ul style="list-style-type: none"> Research their family history through discussions with their 	Documentary Research Checklist [.pdf] [.docx]

			<ul style="list-style-type: none">families● Research their families migration/immigration to America or to their current city● Interview key members of their families about the migration● Decide which “characters” (family members) will be the focus of the documentary <p>b. Explain how students will engage with the process of making a documentary by outlining the steps they will take:</p> <ul style="list-style-type: none">i. Students will begin by capturing interviews. Students will focus on asking open-ended questions about their families' migration stories.ii. These are almost like pre-interviews but the footage will most likely be used in the documentary <p>c. Students will use compelling information gathered from interviewing family members to plot and design their documentaries</p> <ul style="list-style-type: none">i. They'll consider what compelling stories and characters they discovered through asking questions.ii. They'll determine what footage they want to use and footage they'll need to film. It is likely that students will have to go	
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			<p>back and re-interview family member and do some research about details they shared.</p> <ol style="list-style-type: none"> d. Student will shoot the rest of the documentary. e. Students will take time editing their documentary and uploading to a pre-determined location. <p><u>Homework</u> <i>Students should begin research about their family history. Tell students:</i></p> <ol style="list-style-type: none"> a. Start by talking to the adult members of your family. Write down notes as you talk to them. b. This is not a formal interview, you are just gathering information so that you can make a decision on who you should interview. c. Try the following sample questions: <ul style="list-style-type: none"> • Where is your family originally from? • What people can you talk to that migrated/moved? <p><i>Educator note: I gave my 6th grade students journals for the project so that they could use them to answer upcoming questions and assignments. It kept everything together and it stayed in the classroom for the most part.</i></p>	
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Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities Please include the following specific instructions for this lesson:	Lesson Materials
Week 2				
Day 1	Guest Speaker: Ashonti Ford The Untold Stories of Black Cowboys in America by Ashonti Ford, Spectrum Bay News	<u>Essential Question:</u> How do journalists employ interview techniques to tell character-centered stories?	<u>Lesson Steps:</u> <i>Educator note: schedule a virtual journalist with the Pulitzer Center. Find a journalist that either covers underreported migration stories or covers stories that heavily feature strong characters. Our class explored The Untold Stories of Black Cowboys in America by Ashonti Ford, Spectrum Bay News because of the strong character elements of the reporting. Whatever journalist you choose, preview their reporting before they connect with your class to invest students in the engagement.</i> <ol style="list-style-type: none"> 1. Introduce The Untold Stories of Black Cowboys in America by Ashonti Ford, Spectrum Bay News to students. Read the text and screen the video. 2. Ask students to answer the following questions in their journals. <ul style="list-style-type: none"> ● What do you like about Ms. Ford's work? ● What would you do differently? ● What do you want to "borrow" from 	Copies of the article and/or access to computers and internet

			<p>Ms. Ford's style?</p> <p>3. Hold the virtual journalist visit for your students. The session lasts anywhere from 45 minutes to an hour. Encourage students to generate questions before the visit.</p> <p><i>Educator note: I took notes during the virtual visit. Whenever the guest speaker offered suggestions or answered questions, I wrote them so that we could review them during the next class.</i></p>	
<p>Day 2</p>	<p>Ancestry Classroom</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> Decide who they will interview for their documentary Determine what "characters" will be in their documentaries 	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> Review comments from Ms. Ford. For the documentary, students should begin to think about which family members they want to interview from the initial conversations they had with their family members. Encourage students to reflect on their previous homework assignment during Week 1 in their journals: <ol style="list-style-type: none"> Whose perspective do you want to explore? Why? Who has a compelling story? Students should refer to their Documentary Research Checklist to review their family members that they have spoken to and decide who they want to interview. 	<p>Documentary Research Checklist [.pdf][.docx]</p> <p>Tips for Conducting a Family History Interview [.pdf][.docx]</p> <p>Documentary Timestamp Example [xlsx][.pdf]</p> <p>Student journals</p> <p>Writing utensils</p> <p>Spreadsheet</p>

			<ol style="list-style-type: none"> 5. Each student should aim to interview at least 3 people but no more than 5. 6. Let students know that during the editing process they may find that they want to ask interview subjects some clarifying questions. Therefore, they should keep the lines of communication open with the family members they plan to interview. 7. Have students make a spreadsheet with appointment times for interviews. Students should keep this spreadsheet available after the interviews, as it will become a “shot list.” <p><i>Educator note: Review an example spreadsheet from my class.</i></p>	
<p>Day 3</p>	<p>Interview Techniques for Telling Under-reported Stories, the Pulitzer Center</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Craft interesting and well developed open-ended interview questions 	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Teach students what open-ended questions are and why they are important in interviews. <ol style="list-style-type: none"> a. Good open-ended questions should allow for the conversation to flow and not just provide rapid fire questions and answers. b. Use some of the following resources to support your instruction: <ul style="list-style-type: none"> • Classroom Handout: List of Possible Interview Questions for Oral History Interviews • Interview Techniques for Telling 	<p>Classroom Handout: List of Possible Interview Questions for Oral History Interviews [.pdf][.docx]</p> <p>Question Rubric - Peer Review [.pdf][.docx]</p>

			<p style="text-align: center;"><u>Under-reported Stories</u></p> <ol style="list-style-type: none"> 2. Share the Question Rubric with students. Students should write at least 5 really good open ended questions. 3. Have students critique each other's questions using an attached rubric. 	
<p>Days 4 - 5</p>		<p>Students will...</p> <ul style="list-style-type: none"> ● Craft open-ended questions to interview a peer ● Practice interviewing skills ● Practice video techniques 	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Have students create 5 questions for a classmate and conduct mock interviews with each other. <ol style="list-style-type: none"> a. Review interview guidelines and open-ended questions b. Assign partners or encourage students to choose a classmate they don't know well. c. Encourage students to use blank copies of the Question Rubric to write their questions or a blank piece of paper. 2. Review video techniques with students. <ol style="list-style-type: none"> a. Discuss equipment to be used during the interview. b. Discuss how students should shoot your subject including lighting and camera angles. <p><i>Educator Note: I learned techniques and programs in the process of the project. Leverage your community and any technology or video educators at your school site. We used WeVideo</i></p>	<p>Question Rubric - Peer Review [.pdf][.docx]</p> <p>Tips For Recording Your Interview [.pdf][.docx]</p> <p>Ipads/Cell Phones for recording</p>

			<p>and iMovie to create our videos.</p> <p>3. Hold time for students to interview one another.</p> <p><i>Educator note: This is a great time for students to set up their equipment and check out different camera angles, lighting and what could work best for them. Also, have them try outside interviews or motion interviews.</i></p>	
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<i>Week 3</i>				
Day 1 - 5		Students will.. <ul style="list-style-type: none"> ● Conduct interviews with family members at home ● Edit interviews during class time ● Utilize spreadsheets to schedule and mark interviews 	<u>Lesson Steps:</u> Students should use class time throughout the week to plan their interviews with family members and edit interviews that are recorded. <ol style="list-style-type: none"> 1. After each interview is complete, students should begin to edit the interview. 2. Students should use their scheduling spreadsheet to pinpoint the time that they would like to keep. <ol style="list-style-type: none"> a. Example: If grandma said something profound at the 1:32 mark and she finishes at the 1:56 mark, have the students enter that time on the spreadsheet next to her name. This can be done as many times as needed. 	Recording Device Headphones Documentary Timestamp Example [xlsx] [.pdf] Computers

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<i>Week 4</i>				
Day 1	"How To Write A Documentary Script," New York Film Academy	Students will be able to... <ul style="list-style-type: none"> Describe the characteristics of a documentary script and how to format a script for their documentary 	<u>Lesson Steps:</u> <ol style="list-style-type: none"> Have students read How To Write A Documentary Script independently or in small groups. Ask students to free write about what they have learned through their interviews: <ul style="list-style-type: none"> What is interesting? What are you proud of? Think of your family members in terms of characters in a book. <p>This is the groundwork for students to start planning their documentaries</p>	Printed copies of the article Journals Writing utensils
Days 2 - 3	"How To Write A Script For A Documentary," Desktop Documentaries (1:49)	Students will be able to... <ul style="list-style-type: none"> Write their own documentary using the documentary format. 	<u>Lesson Steps:</u> <ol style="list-style-type: none"> Hold class time for students to craft their documentary scripts. Encourage them to consider the following questions and suggestions while writing: <ul style="list-style-type: none"> Who am I talking to and how do I hook them? How do I want my viewers to feel? What do I want my viewers to walk away thinking? 	Writing utensils STUDENT SAMPLE: Documentary scenes Andrew Wiedemann [.pdf] Documentary Timestamp Example [xlsx] [.pdf]

			<ul style="list-style-type: none"> ● Visualize what your family’s story would look like as a movie <p>2. Encourage students to write their script in two or more columns.</p> <ul style="list-style-type: none"> ● One column should have the scene number ● One column should have the action that should happen in that scene <p>Let the students know that the documentary script can change as needed.</p> <p><i>Educator note: Use the attached example to support students in designing their scripts. You can add/delete columns to make it fit your needs.</i></p>	
<p>Day 4 & 5</p>		<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Use a video editing tool to edit their videos to begin putting the documentary together 	<p><u>Lesson Steps</u></p> <p>Start putting your puzzle together.</p> <ol style="list-style-type: none"> 1. While students are shooting their films, use the “ documentary script format” as your guiding document. 2. When students are ready to edit their films: <ol style="list-style-type: none"> a. Teach students how to upload their videos into the chosen program. Use whatever video editing program you choose. WeVideo and iMovie are great video programs for students. b. After uploading the videos, students should start to edit the video to get to the parts that they chose in the Documentary Timestamp 	<p>WeVideo</p>

			<p>spreadsheet.</p> <p>c. After editing the videos, students should start putting the videos in the order that they chose in the Documentary script.</p> <p><u>Homework:</u> Continue editing and placing the videos in the order that the student chooses.</p> <p>Make sure students know that things could change from their original ideas. Encourage their creativity.</p> <p><i>Educator note: Great, simple and free programs are WeVideo and iMovie. Adobe Premiere Pro is the best but comes with a cost and it is more difficult to learn and teach for new users.</i></p>	
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<i>Week 5</i>				
Day 1		Students will be able to... <ul style="list-style-type: none"> ● Define and employ terms related to filmmaking. ● Define and describe B-Roll. ● Identify B-Roll footage in their project and consider where they may employ the footage in their documentary. 	<u>Lesson Steps:</u> <ol style="list-style-type: none"> 1. Briefly introduce the list of terms that students will need over the next few lessons using the Editing Vocabulary List: <ul style="list-style-type: none"> ● B-Roll Footage ● Voice over ● Background Music ● Rough Cut ● Final Cut 2. Define and describe B-Roll. <ol style="list-style-type: none"> a. Share the definition: B-Roll is supplemental or alternative footage intercut with the main shot. It is usually shots that are related to the subject. Usually B-Roll is used as filler to advance your story. b. Make sure students understand the following about B-Roll: <ul style="list-style-type: none"> ● B-Roll can be used as filler in between the interviews. ● B-Roll can be pictures, animation, and other videos. ● All of it has to be related to the topic 	Editing Vocabulary List [.pdf] [.docx]

			<ol style="list-style-type: none">3. Have students consider where they can use B-Roll footage in their project and where it will come from.4. Once students have decided what B-Roll they want to use, have them upload it into the video software.	
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<p>Day 2</p>		<p>Students will:</p> <ul style="list-style-type: none"> ● Define and employ terms related to filmmaking ● Discuss the importance of audio elements to documentaries ● Add background music and voice overs to their documentaries 	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Define and discuss voice over and background music using the Editing Vocabulary List. 2. Make sure students understand... <ol style="list-style-type: none"> a. Voice overs help explain what is happening without adding visuals. b. Background music sets a tone for the entire project. 3. Facilitate a whole group discussion on the importance and impact of background music and voice overs in documentaries. <ol style="list-style-type: none"> a. Encourage students to think about how reporting used in documentaries they've seen in this unit...how voice overs incorporate research to emphasize points, add details and/or context to an interview or shot. Refer back to the Spiral Q West Powelton video and the use of the drums in the storytelling. b. Encourage students to share examples of compelling media they've seen outside of class. 4. Hold time for students to add background music and voice overs to their documentaries. Have students continue this at home. <p><i>Educator Note: Make sure students are aware of copyright issues with music. Most video</i></p>	
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			<p><i>platforms have music options that are free of copyright issues so they should consider those. Offer guidance on how to research the copyright allowances for the songs they want to include.</i></p>	
Day 3 & 4		<p>Students will be able to...</p> <ul style="list-style-type: none"> Define and employ terms related to filmmaking Share feedback with their peers. 	<p><u>.Lesson Steps:</u></p> <ol style="list-style-type: none"> Define and discuss rough cut and final cut using the the Editing Vocabulary List. Explain why it is important to get feedback on their rough cut before finalizing their documentary. In pairs, have students review each others' rough cuts and provide feedback using the Documentary Peer Feedback worksheet. Encourage students to use the Documentary Rubric to make critiques and provide feedback. 	<p>Documentary Peer Feedback [.pdf][.docx]</p> <p>Documentary Rubric [.pdf][.docx]</p>
Day 5		<p>Students will be able to...</p> <ul style="list-style-type: none"> Make final edits and prepare their documentary for the final project. 	<p>Give students the opportunity to share their documentaries with the whole class. Some students may be hesitant but encourage each student to share their story.</p>	