



Module 1, Unit 3, Lesson 3:

Movie Trailer

Directions:

Using a video creator like iMovie (free) or WeVideo (subscription), work in groups of three or four to produce a 90-second to two-minute movie trailer of a chosen civil rights leader from the previous assignment. Students who researched Ida B. Wells should be grouped together. All students who researched Thurgood Marshall should be grouped together, and so forth. Groups will collaborate to design the movie trailer by synthesizing their research, pulling images online, and taking screenshots of newspaper clippings from the Library of Congress [Chronicling America](#) archive.

Documentaries must include:

- **Thesis Statement** stated within the first 45 seconds of the documentary without saying, “My research question is...” or “My thesis is...”
 - Thesis statements must be approved by the teacher
 - The best thesis statements are written in response to a claim made by another scholar who has written on your research topic
- **Time Period images and music.** No clip art or stock images that are not primary source-related.
- Text at the opening of the documentary that includes a **title** and **students’ names, course title, and school name.**
- **Bibliography** that scrolls through at the end of the documentary.
- Strong **presentation skills** (read slowly and appropriately according to punctuation; no stammers, mumbles, or hesitations)

WeVideo Tutorials - <https://www.wevideo.com/academy>

Documentary Project Rubric

Standards-Based Grading	Basic	Developing	Proficient	Exemplary	Score
Points-Based Grading	0-4	5-6	7-8	9-10	
1 Historical Interpretation	The documentary sounds like a report that summarizes information.	The documentary presents a flawed argument about a topic in history, though one is present. The argument is underdeveloped with a weak question, inadequate thesis, and historical claims.	The documentary presents an argument about a topic in history that includes some of the following: a research question, thesis statement, and claims supported by primary evidence. The documentary concludes with lessons to be gleaned and a comment about the greater significance of the topic.	The documentary presents a clear and convincing argument about a topic in history that includes a strong, argumentative research question, a thesis statement that challenges an argument of historical interpretation, and claims supported by primary and secondary evidence. The documentary concludes with lessons to be gleaned and a comment about the greater significance of the topic. Draws comparisons across eras in order to glean insight about thematic or long-term developments over time.	
2 Perspectives	The documentary offers only one or two perspectives (or none) OR the documentary offers historical perspectives that are unrelated to the thesis.	The documentary uses an adequate number of secondary perspectives. The documentary synthesizes some of the perspectives by drawing connections between them. The documentary uses more secondary sources than primary sources.	The documentary uses an adequate number of primary source voices AND secondary perspectives. The documentary synthesizes some of the perspectives by drawing connections between them. The documentary balances secondary sources than primary sources	The documentary uses an adequate number of primary sources and multiple points of view from scholarship. The documentary strategically places the perspectives and synthesizes the points of view by drawing connections between them and the primary sources. The documentary balances secondary sources than primary sources	
3 Sources	The sources are irrelevant to the	The documentary includes primary	The documentary includes credible	The documentary includes credible	

	documentary AND/OR lacks credibility	and secondary sources, but some are not relevant to the question/thesis. OR the author does not provide credibility phrases or acknowledgment phrases.	and relevant primary and secondary sources (but only uses credibility phrases part of the time OR the phrases do not establish why that source is credible) AND/OR the sources are mostly relevant to the documentary's topic.	and relevant primary and secondary sources (established by credibility phrases) AND the sources are relevant to the documentary's topic.	
4 Narration Performance	The presenter makes no use of soft skill techniques.	There is uneven delivery or soft skill techniques. Student's voice is flat, and comes off as if talking to non-humans. The content of the narration mostly aligns with the images.	The presenter effectively engages the audience through mostly consistent narration, soft skills, pauses with punctuation, and vocal variety on direct quotes. The content of the narration aligns with the images most of the time.	The presenter effectively engages the audience through consistent narration, soft skills, pauses with punctuation, and vocal variety on direct quotes. There are different pitches (even different narrators) when it comes to direct quotes. The content of the narration aligns with the images.	
5 Production	The documentary lacks front matter (title and subtitle, production name) and credits. The images are not from public domain with few animations. Music is missing	The documentary possesses front matter (title and subtitle, production name) and credits with few mistakes. The images are mostly from public domain with some animation. Music is from public domain and is integrated into the documentary appropriately most of the time.	The documentary possesses front matter (creative title and subtitle, production name) and accurate credits with few mistakes. The images are from public domain and well-timed animations most of the time. Music is time-period-appropriate from public domain and is integrated into the documentary appropriately most of the time.	The documentary possesses front matter (creative title and subtitle, production name) and accurate credits/citations with few mistakes. The images are from public domain with few flaws in animations. Music is time-period-appropriate from public domain and is integrated into the documentary appropriately most of the time.	
Total Score					

Rubric Checklist

Row 1: Historical interpretation

- ____ Clear and convincing argument about a topic in history
- ____ Argumentative Research Question
- ____ A thesis statement that challenges an argument of historical interpretation
- ____ Claims supported by primary and secondary evidence
- ____ Concludes with lessons to be gleaned and a comment about greater significance of the topic.
- ____ Draws comparisons across eras in order to glean insight about thematic or long-term developments over time.

Row 2: Perspective

- ____ The documentary uses an adequate number of primary sources and multiple points of view from scholarship.
- ____ The documentary strategically places the perspectives and synthesizes the points of view by drawing connections between them and the primary sources.
- ____ The documentary balances secondary sources with primary sources

Row 3: Sources

- ____ The documentary includes credible and relevant primary and secondary sources (established by credibility phrases)
- ____ The sources are relevant to the documentary's topic
- ____ You use signal phrases and/or transitions to introduce a source

Row 4: Narration Performance

- ____ The presenter effectively engages the audience through consistent narration, soft skills, pauses with punctuation, and vocal variety of direct quotes.
- ____ There are different pitches (even different narrators) when it comes to direct quotes.
- ____ The content of the narration aligns with the images.

Row 5: Production

- ____ The documentary possesses front matter (creative title and subtitle, production name) and accurate credits/citations with few mistakes.
- ____ The images are from public domain with few flaws in animations.
- ____ Music is time-period-appropriate from public domain and is integrated into the documentary appropriately most of the time.