



Name: Zondra R. Harris

School: Dunbar High School Grade Level: 9

Lesson Plan Title: Putting Dayton's History into Perspective

<b>Content Area(s)</b>	American History
<b>Unit/Concepts Benchmarks)</b>	<p><b>History (Standard): (Benchmark B) Explain the social, political and economic effects of industrialization with emphasis on:</b></p> <ol style="list-style-type: none"> <li>1) <b>Urbanization and Urban Reform</b> (Indicators 1D and 4A).</li> <li>2) <b>Monopolies</b> (Indicator 2B).</li> <li>3) <b>Working Conditions</b> (Indicators 1A and 3A).</li> <li>4) <b>Immigration</b> (Indicator 1B).</li> <li>5) <b>Public Schools</b> (Indicator 4D).</li> </ol> <p><b>Economics (Standard): (Benchmark A) Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them with emphasis on:</b></p> <ol style="list-style-type: none"> <li>1) <b>Markets</b> (Indicators 1 and 2).</li> </ol> <p><b>People in Societies (Standard): (Benchmark C) Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices with emphasis on:</b></p> <ol style="list-style-type: none"> <li>1) <b>Immigration</b> (Indicators 5A, C, and E).</li> </ol>
<b>Learning Objectives</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1) Review previous knowledge of local businesses</li> <li>2) Analyze the impact of industrialization and the modern corporations on local history.</li> <li>3) Analyze local resources needed to sustain industry</li> <li>4) Discuss the role of corporations in local social and environmental issues.</li> </ol>
<b>Ohio Standards (list)</b>	History, People in Societies, Economics
<b>Preparation for Teacher</b> (Historical background that teacher must do to prepare for lesson)	Review history of Dayton, NCR Corp. Smith and Barney Corp., and Mead Corp.(See Resources/Materials), Preview Documentary
<b>Core Activities</b> (Detail in steps with division of time)	Brain storm local business knowledge (10 min.) – For Example: What are some of the oldest corporations/businesses in Dayton? What do they produce/make?. View Documentary segments - Foundations of Dayton through NCR Corp. and Mead Corp (10 min.), Group discussion/Relevant Questions (30 min.).



<p><b>Overview of Student Activities</b></p> <ul style="list-style-type: none"> <li>•How will you &amp; your students be using technology?</li> <li>•What learning strategies will be implemented? (<i>i.e., independent and or group work</i>)</li> <li>•How will you communicate student expectation? (<i>rubric</i>)</li> <li>•What products will be developed by students?</li> </ul> <p><b>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</b></p>	<p>Student will brain storm with other students to <b>list</b> local major corporations in notebook. Instructor will <b>create</b> a class list on overhead transparency sheet as the introduction to the lesson. Students will view documentary segments and <b>analyze</b> the impact of industrialization and the modern corporations and <b>discuss</b> the role of corporations in local social and environmental issues by answering relevant questions independently during the video. In a whole group discussion Instructor and students will review questions. Students will be required to answer questions in written form and submit those answers for a grade.</p> <p><b>Products:</b> Notebook brainstorm list and written answers on Relevant Questions Worksheet</p> <p><b>Extended Activity:</b> The video segment which includes the interview with Dawne Dewey could be used separately as another activity. A list of specific relevant questions for this segment are provided (See Wright Brothers Collection Handout).</p>
<p><b>Resources/Materials</b> List software, websites, references, etc.</p>	<p>1 – VCR 1 - <i>Celebrate Dayton</i> Video Documentary 1 - Overhead Projector Websites: <a href="http://www.ncr.com/index.htm">http://www.ncr.com/index.htm</a>. This website provides a complete overview of the history of the NCR Corp. including founder information, building histories, product information as well as up-to-date information. <a href="http://www.meadwestvaco.com/corporate.nsf/company/historyMead">http://www.meadwestvaco.com/corporate.nsf/company/historyMead</a>. This website provides a history of Mead Corporation including the progression from company to a corporation and the different name changes. <a href="http://www.ohiohistory.org/">http://www.ohiohistory.org/</a>. This website provides links to local history in Dayton. On this site one can find overall Dayton history and also a breakdown into different historical neighborhoods and significant people of Dayton. <a href="http://www.cityofdayton.org/html/dayton_history.asp">http://www.cityofdayton.org/html/dayton_history.asp</a>. This website provides a further study of Dayton history by giving detailed information on significant places, people, and events that define Dayton.</p>
<p><b>Collaboration/Sharing</b></p> <ul style="list-style-type: none"> <li>•How will this lesson support the inter disciplinary process?</li> </ul> <p>How will student products be showcased?</p>	<p>This lesson has elements of language arts that could be completed in an interdisciplinary approach as a critical writing task.</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>•How will student products and/or process be assessed?</li> <li>•Are you using a rubric?</li> </ul>	<p>Relevant Questions Worksheet (Points given for correct answers). Brainstorm list (Notebook grade).</p>



## Relevant Questions – D. Dewey Interview

**Directions:** View the documentary segment and answer the questions below.

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

**Period:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- 1) **Where does the interview with Ms. Dewey take place?**
- 2) **Who is Ms. Dewey?**
- 3) **How did Wright State University get started with the collection?**
- 4) **What did Ms. Dewey feel was the most interesting fact about the collection?**
- 5) **Which picture does Ms. Dewey feel is considered the premier piece of the collection?**
- 6) **What subjects did the Wright Brothers take in school? Give specific examples.**
- 7) **Why were some of the artifacts in French?**
- 8) **Who was Wilbur Wright seated next to in the plane the picture featured?**
- 9) **How and when did each of the Wright Brothers die?**
- 10) **What type of propeller is featured during the interview?**
- 11) **Where, when, and why was the medal featured presented to each of the Wright Brothers?**
- 12) **What interesting bit of information did you learn from this interview that you did not previously know about the Wright Brothers?**



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## Relevant Questions Key –Dewey Interview

- 13) Where does the interview with Ms. Dewey take place? Special collections archive, Paul L. Dunbar Library at Wright State University.
- 14) Who is Ms. Dewey? Head of Special Collections and Archives at Paul L. Dunbar Library at Wright State University.
- 15) How did Wright State University get started with the collection? Wright State, which is named after the Wright Brothers, received the collection from the Wright family to create the special archives.
- 16) What did Ms. Dewey feel was the most interesting fact about the collection? The photographs, and personal diaries in the collection.
- 17) Which picture does Ms. Dewey feel is considered the premier piece of the collection? The First Flight photograph.
- 18) What subjects did the Wright Brothers take in school? Give specific examples. Geography and Geometry.
- 19) Why were some of the artifacts in French? The Wright Brother went to France to showcase the airplane, some of the artifacts are from their time spent there.
- 20) Who was Wilbur Wright seated next to in the plane the picture featured? King Alfonso.
- 21) How and when did each of the Wright Brothers die? Wilbur died in 1912 of Typhoid Fever and Orville died of a heart attack in 1948 in Dayton.
- 22) What type of propeller is featured during the interview? 1905 Taper-tipped Propeller.
- 23) Where, when, and why was the medal featured presented to each of the Wright Brothers? The medal was given by the City of Dayton at the Fairgrounds in June of 1909 in recognition of their achievements in flight.
- 24) What interesting bit of information did you learn from this interview that you did not previously know about the Wright Brothers? Answers will vary but should reflect something mentioned during interview.



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<b>Unit/Concepts Benchmarks)</b>	<p><b>Economics (Standard): (Benchmark A) Compare how different economic systems answer the fundamental economic questions of what goods and services to produce, how to produce them, and who will consume them with emphasis on:</b></p> <p>1) <b>Markets</b> (Indicators 1 and 2).</p> <p><b>Geography (Standard): (Benchmark A) Analyze the cultural, physical, economic, and political characteristics that define regions and describe that regions change over time with emphasis on:</b></p> <p>1) <b>Regions</b> (Indicator 1).</p> <p>(Benchmark B) <b>Analyze geographic changes brought about by human activity using appropriate maps with emphasis on:</b></p> <p>1) <b>Human Environment Interaction</b> (Indicator 2).</p>
<b>Learning Objectives</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1) Analyze the impact of industrialization and the modern corporations on local history.</li> <li>2) Analyze local resources needed to sustain industry</li> <li>3) Discuss the role of corporations in local social and environmental issues.</li> <li>4) Locate and draw physical characteristics that define Dayton and predict how these physical characteristics impacted local businesses.</li> </ol>
<b>Ohio Standards (list)</b>	History, People in Societies, Geography, Economics, Citizenship Rights and Responsibilities
<b>Preparation for Teacher</b> (Historical background that teacher must do to prepare for lesson)	Review history of Dayton, NCR Corp. Smith and Barney, and Mead Corp. (See Resources/Materials), Preview Documentary, Review basic Economic information on products, resources, and other requirements for business utilizing Economic Textbook.
<b>Core Activities</b> (Detail in steps with division of time)	Graphic Organizer (20 min.), Outline map (30 min.), Response question (5 min.).
<b>Overview of Student Activities</b>	Students will <b>list</b> key information utilizing a graphic organizer from overhead while instructor <b>analyzes</b> natural resources and other products needed for a successful industry (See Economic Textbook and Graphic Organizer provided). References to Corporations from Documentary and the specific products they produced will be the focus of discussion. An outline map will be utilized to draw

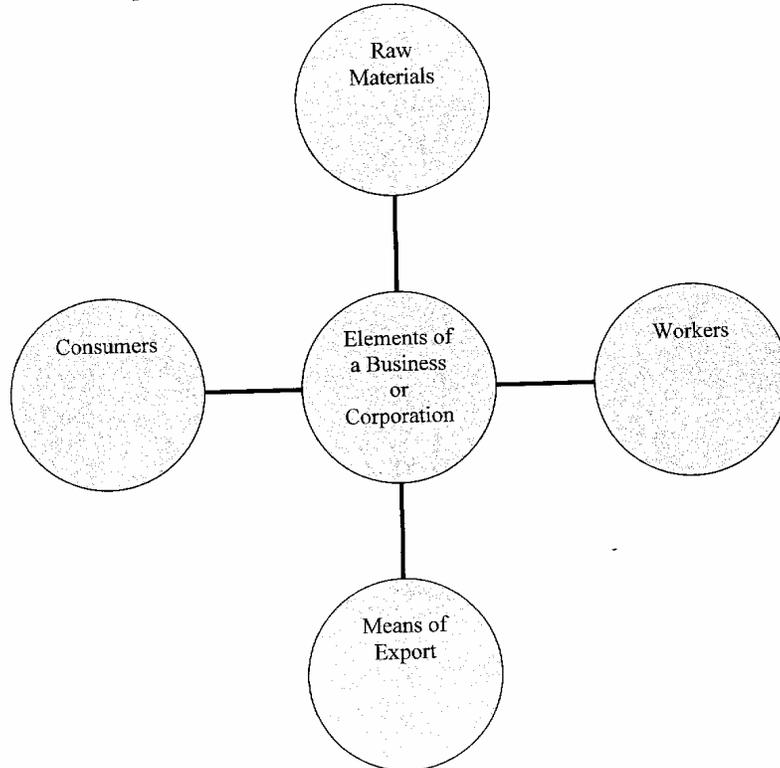


<p>implemented? (i.e., independent and or group work)</p> <ul style="list-style-type: none"> <li>•How will you communicate student expectation? (rubric)</li> <li>•What products will be developed by students?</li> </ul> <p><b>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</b></p>	<p>attention to the physical terrain and its impact on businesses. Students will <b>locate</b> and <b>draw</b> a physical characteristics key that defines Dayton (using the Dayton Map provided) and <b>predict</b> how these physical characteristics impacted local businesses by answering a response question in notebook. For example: How did the location of the Little Miami River affect Dayton Businesses? (Possible Answer: The Little Miami River provided companies like NCR, Mead, and Smith and Barney with a resource to import raw materials needed and export final products through the use of various canals and the connection to larger river systems like the Ohio River).</p> <p><b>Products:</b> Graphic Organizer, Features on Map, Answer to Response Question</p>
<p><b>Resources/Materials</b> List software, websites, references, etc.</p>	<p>1 – VCR 1 - Celebrate Dayton Video Documentary 1 - Overhead Projector 1 - Transparency (Graphic Organizer) 1 for each student - Graphic Organizer, Map outline Color Pencils/markers - classroom sets to share Economics Text (for instructor). Websites: <a href="http://www.ncr.com/index.htm">http://www.ncr.com/index.htm</a>. This website provides a complete overview of the history of the NCR Corp. including founder information, building histories, product information as well as up-to-date information. <a href="http://www.meadwestvaco.com/corporate.nsf/company/historyMead">http://www.meadwestvaco.com/corporate.nsf/company/historyMead</a>. This website provides a history of Mead Corporation including the progression from company to a corporation and the different name changes. <a href="http://www.ohiohistory.org/">http://www.ohiohistory.org/</a>. This website provides links to local history in Dayton. On this site one can find overall Dayton history and also a breakdown into different historical neighborhoods and significant people of Dayton. <a href="http://www.cityofdayton.org/html/dayton_history.asp">http://www.cityofdayton.org/html/dayton_history.asp</a>. This website provides a further study of Dayton history by giving detailed information on significant places, people, and events that define Dayton.</p>
<p><b>Collaboration/Sharing</b> •How will this lesson support the inter disciplinary process? How will student products be showcased?</p>	<p>This Unit has elements of Art that could be completed in an interdisciplinary approach.</p>
<p><b>Assessment</b> •How will student products and/or process be assessed? •Are you using a rubric?</p>	<p>Graphic Organizer (Points given for completed Organizer). Map (Points given for features on map). Answer to Response Question (Notebook grade). * Note: Map features and maximum number of points given should be at the instructor's discretion, utilize the graphic organizer example provided as a guide.</p>



## Graphic Organizer

Directions: Use the graphic organizer below and fill out specific specifications by adding detailed circles for the Mead, NCR, and Smith and Barney Corporations. Label each company in circle before listing the specifications.





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## **Graphic Organizer**

### **Elements of a Business or Corporation**

#### **Raw Materials:**

- **Ncr:** Metals, Plastics, Machines
- **Smith/Barney:** Metal, Wood, Machines
- **Mead:** Lumber/Wood Pulp, Dyes, Machines, Cutting Materials, Binding Materials

#### **Consumers (Who Buys?):**

- **Ncr:** Business
- **Mead:** Businesses/ People

#### **Workers (Who Works?):**

**Smith/Barney:** Kossuths

#### **Means of Export (Ship in/ Ship out):**

**Mead:** Canals, Trains, Ships

**Smith/Barney:** Trains

**Ncr:** Canals, Trains (Modern trucks and planes), Ships



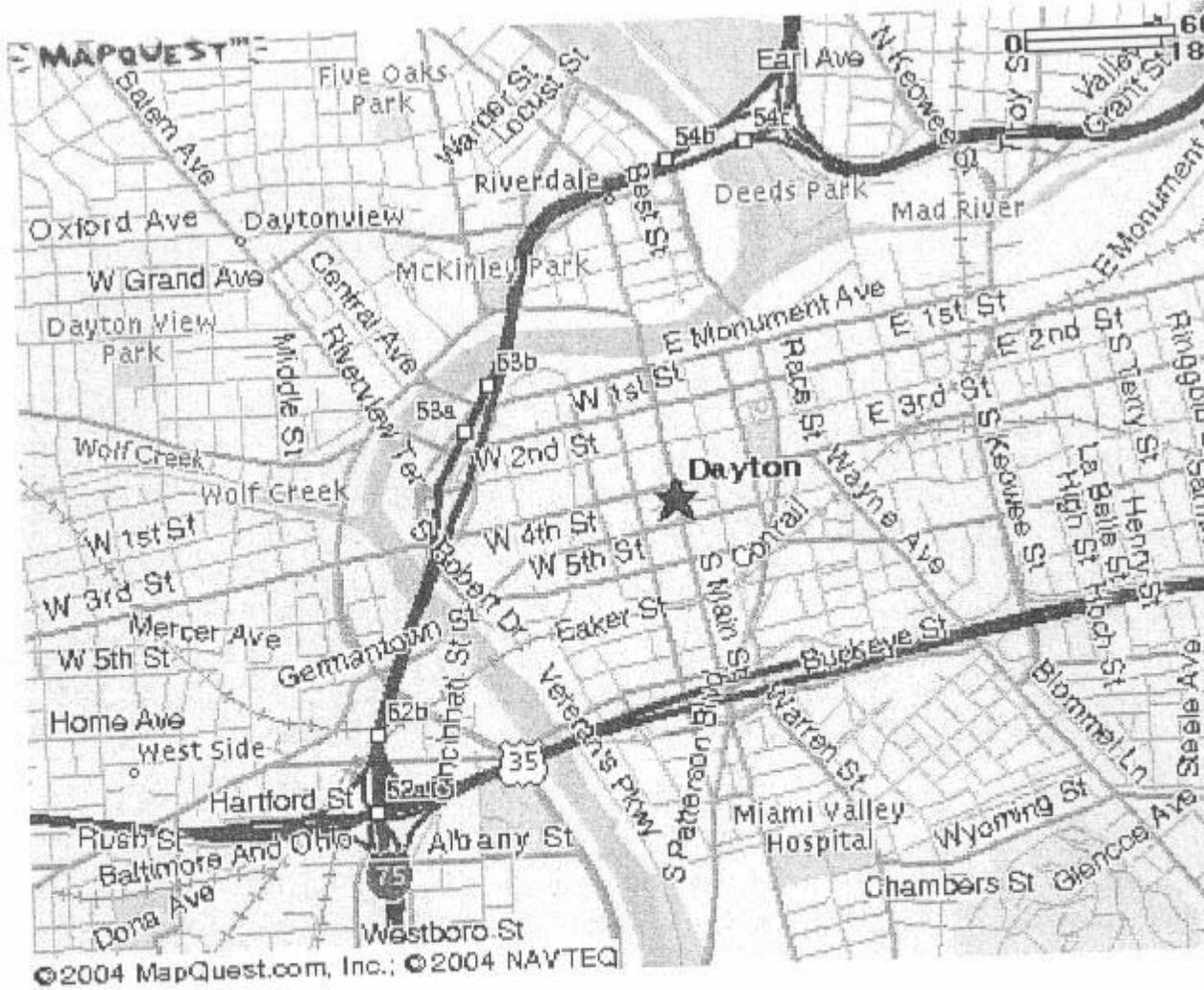
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## Dayton Map





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## Rubric for Mock Business

**Directions:** You are to create a mock business using the information gathered on graphic organizer and from documentary and class discussion. The following are requirements for this project:

- 1) Name and location for your business
- 2) Product or item your business produces.
- 3) List of business specifications (raw materials, workers, consumers, and means of transport/export).
- 4) Advertisement for business
- 5) Business located on Dayton Map

Grade	Qualifications for Grade: What you have to do!
<b>A</b>	Project has all required items listed above. Care and consideration given to specifications. Advertisement reflects an attempt to attract consumers (i.e. catchy, attractive, colorful, etc).
<b>B</b>	Project has all required items listed above. Specifications make sense and will produce desired product. Advertisement is neat.
<b>C</b>	Project has all required items listed above. Some consideration has been given to specifications..
<b>D</b>	Project has one required item missing. Little consideration has been given to specifications
<b>F</b>	Project is missing more than one required item or student has failed to turn in project. No consideration of specifications is demonstrated.



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<b>Unit/Concepts Benchmarks)</b>	<b>People in Societies (Standard): (Benchmark C) Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices with emphasis on:</b> <b>1) Immigration (Indicators 5A, C, and E)</b>
<b>Learning Objectives</b>	Students will: <ol style="list-style-type: none"> <li>1) Analyze the impact of industrialization and the modern corporations on local history.</li> <li>2) Analyze local resources needed to sustain industry</li> <li>3) Discuss the role of corporations in local social and environmental issues.</li> <li>4) Locate and draw physical characteristics that define Dayton.</li> <li>5) Analyze the migration of Eastern Europeans into Dayton and how this migration impacted local businesses and housing.</li> <li>6) Analyze the relations between different ethnic populations in Dayton and how such relations impacted business, social and political events, and monuments.</li> </ol>
<b>Ohio Standards (list)</b>	People in Societies
<b>Preparation for Teacher</b> (Historical background that teacher must do to prepare for lesson)	Review Documentary, Old North Dayton Handout, and Neighborhood website
<b>Core Activities</b> (Detail in steps with division of time)	Review Material on Kossuth Colony By reading Old North Dayton Handout (10 min.), Review Documentary Segments (5 min.), Class discussion (30 min.), map feature (5 min.).
<b>Overview of Student Activities</b> <ul style="list-style-type: none"> <li>•How will you &amp; your students be using technology?</li> <li>•What learning strategies will be implemented? (i.e., independent and or group work)</li> <li>•How will you communicate student expectation? (rubric)</li> <li>•What products will be</li> </ul>	Students will read Old North Dayton Handout. Students will <b>review</b> Documentary segments. Through classroom discussion students will <b>analyze</b> the migration of Eastern Europeans into Dayton and <b>discuss</b> how this migration impacted local businesses and housing by adding migration features to map outline (i.e. the location of the Kossuth colony) and answering verbal questions by instructor. For example: How did the migration of Easter Europeans into Dayton help the Smith and Barney business?



<p>developed by students? <b>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</b></p>	<p><b>Products:</b> Features on Map outline, Participation points to verbal questions</p>
<p><b>Resources/Materials</b> List software, websites, references, etc.</p>	<p>1 - VCR 1 - Celebrate Dayton Video Documentary 1 for each student - Map outline 1 for each student – Handout Old North Dayton Color Pencils/markers - classroom sets to share</p> <p>Website: <a href="http://www.daytonhistory.org/who_oldnorth.htm">http://www.daytonhistory.org/who_oldnorth.htm</a> This website provide the information for the handout given as well as further background information on historic neighborhood in Dayton.</p>
<p><b>Collaboration/Sharing</b> •How will this lesson support the inter disciplinary process? How will student products be showcased?</p>	<p>This Unit has elements of Language Arts and Art that could be completed in an interdisciplinary approach. Student Mock Businesses could be displayed together as a poster project or in portfolio format.</p>
<p><b>Assessment</b> •How will student products and/or process be assessed? •Are you using a rubric?</p>	<p>Map (Points given for features on map). Answers to Verbal Questions (Participation points). * Note points given are at the discretion of the instructor.</p>



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<b>Learning Objectives</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1) Analyze the impact of industrialization and the modern corporations on local history.</li> <li>2) Discuss the role of corporations in local social and environmental issues.</li> <li>3) Analyze the migration of African Americans into Dayton and how this migration impacted local businesses and housing.</li> <li>4) Analyze the relations between different ethnic populations in Dayton and how such relations impacted business, social and political events, and monuments.</li> </ol>
<b>Ohio Standards (list)</b>	History, People in Societies
<b>Preparation for Teacher</b> (Historical background that teacher must do to prepare for lesson)	Review Immigration and ethnic makeup information of Dayton (See Resources/Materials).
<b>Core Activities</b> (Detail in steps with division of time)	Monument Drawing (50 min.)
<b>Overview of Student Activities</b>	<p>Students will <b>create</b> a drawing of a monument that <b>reflects</b> an <b>analysis</b> of the relations between different ethnic populations in Dayton.</p> <p><b>Product:</b> Monument drawing</p>
<ul style="list-style-type: none"> <li>•How will you &amp; your students be using technology?</li> <li>•What learning strategies will be implemented? (<i>i.e., independent and or group work</i>)</li> <li>•How will you communicate student expectation? (<i>rubric</i>)</li> <li>•What products will be developed by students?</li> </ul>	



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<b>What skill(s) (Bloom's Taxonomy) is/are used in the activity(s)? (in bold)</b>	
<b>Resources/Materials</b> List software, websites, references, etc.	1 for each student - Paper (Large Newsprint for Monument drawing). 1 for each student – Rubric for Monument Project Color Pencils/markers - classroom sets to share <a href="http://www.nationmaster.com/encyclopedia/Dayton,-Ohio">www.nationmaster.com/encyclopedia/Dayton,-Ohio</a> This website provide basic information needed to prep students for current ethnicity of Dayton
<b>Collaboration/Sharing</b> •How will this lesson support the inter disciplinary process? How will student products be showcased?	This Unit has elements of Art that could be completed in an interdisciplinary approach. The Monument Drawing should be displayed in a highlighted area of the room or building.
<b>Assessment</b> •How will student products and/or process be assessed? •Are you using a rubric?	Monument drawing (Points given according to rubric).



## Rubric for Monument Drawing

Directions: You will create a drawing of a monument that reflects the interaction between different ethnic populations in Dayton.

<b>Grade</b>	<b>Qualifications for Grade- What you have to do!</b>
<b>A</b>	Drawing reflects careful consideration of ethnic populations and how they interact. Drawing accurately reflects ethnic makeup of Dayton. Drawing is neat and attractive.
<b>B</b>	Drawing reflects some consideration of ethnic populations and how they interact. Drawing accurately reflects ethnic makeup of Dayton. Drawing is neat.
<b>C</b>	Drawing accurately reflects ethnic makeup of Dayton and how they interact. Drawing is neat.
<b>D</b>	Drawing does not accurately reflect the ethnic makeup of Dayton and does not show interaction.
<b>F</b>	Drawing demonstrates no consideration of the ethnic makeup or interaction of ethnic populations in Dayton or student has failed to turn in drawing.



## **Teacher Guideline - A Local History Video Project**

This guideline is intended for the daring teacher who wishes to embark into the uncharted realm of assigning a local history video project to his/her students. Below is a collection of how-to's as well as commentary on what worked and didn't work from the sole survivor of the last courageous teacher to venture onto this path.

### **Guideline # 1:**

Choose the film crew wisely. The project requires dedication from both the students and from you. The filming crew should not be too large but should contain enough members as not to be overwhelmed by the work required. A good number for each segment filmed is 4 crew members. This of course depends upon the number of reporters or speakers in the segment. Don't be surprised when students start dropping from the fatigue.

### **Guideline # 2:**

Provide a great incentive for doing this project. The best projects are done by those who really are interested. A blanket whole class assignment to do this will not produce award winners from each student or group. Instead, for example, offer this as an alternative to another kind of report (so that those who truly wish to put forth this kind of effort will apply for this project). Also, since this is so time consuming, the reward must equal the effort it will take to accomplish the project. Make it worth something or maybe even put some extra-credit behind this assignment. Finally, make sure that you don't overwhelm your own schedule because as much time as this project will take your students, it will take even more of your time.

### **Guideline #3:**

Any person embarking on this project must be prepared with a well thought out action plan. This plan should include a time table, an instruction guide for the students, and a rubric for assessment (an example of each of these has been provided to get you started). Your preparation should also include the equipment you need and another technological advisor to help you along the way. The equipment needed to do this project can be found on the equipment checklist handout provided. The technological advisor should be familiar with the equipment you are using as well as the editing software. Some suggestions are the technology media services person in your school, district, and/or the local public service television station (these individuals often work with schools and in this survivors experience have been more than willing to offer help when needed).



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## Equipment Checklist

To embark on your project you will need the following:

- ✓ **Video equipment** – A digital camera works best and some handy attachments such a microphone zoom and lighting provide a better quality video. Also handy but not required is a tripod to steady your shots. Make sure that you have extra batteries, a recharger, extra recording tapes, and all of the cables and connector required to download your video to your computer. Another handy but often overlooked essential is a carrying case or bag to carry around the extras needed.
- ✓ **Computer equipment** – This survivor found that a MAC computer worked very well, but an IBM would also work if you have the software that is compatible. One suggestion is that the computer should have a DVD burner and access to the internet. The computer should be easily accessible to the students who are part of the video project but not accessible to non-essential personnel.
- ✓ **Computer software** – The program that this survivor utilized was IMAC movie-making software but there are others to choose from. You should use software that is familiar to you or to your group. This is where your technological help can advise you as to what is available at your school.
- ✓ **Video converter or recorder** – The final product will either be a video that is burned to a DVD or you will have the video that is back onto your digital camera tape. If the latter is the case, you will most likely have to convert that tape to VHS. This can be done with the help of your technological specialist or for a price at some camera places such as click camera.



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## **Action Plan – Video Project**

**Step One** –The first step that should be taken is a meeting with those who are going to make up the film crew for the project. These individuals should meet with you so that you can completely discuss your expectations. During this initial meeting create a calendar of meetings and deadlines that is mutually agreed upon by both you and the members of the film crew. Explain to the crew members that you will be expecting to see progress at each of the next meetings (i.e. information gathered, scripts prepared, raw footage filmed, etc.).

**Step Two** – The next step in the process should be to create a list of historical people, places, or topics that will be covered in the video project. You as the instructor may provide them with a list but it probably will be more motivating and interesting to the film crew if they have some choice here. You will need to provide some guidelines however. It is probably a good time to give them an instruction guide that completely spells out what you are looking for (see example). Once the list has been created, contact needs to be made to obtain permission for film at these sites (You can not assume that public monuments or state/local historical sites are fair game. Most are protected /copyrighted and can not be filmed with permission). Most of the businesses and historical places are more than happy to accommodate you and your students but you must receive permission. A suggestion is to get written permission as well as verbal permission from the parties involved. If your crew is going to do an interview, a formal letter should be sent requesting an interview, as well as, a phone call to confirm. You as the instructor should also obtain written permission of the parents or guardians of the crew members or the signatures of the crew members themselves (if age 18 or over).

**Step Three** – Before filming the crew needs to do historical research before going to the historical person, place, or site. This research is best conducted using the internet. Be sure to check the sites the crew is using for validity and credibility. One way to insure quality research is to provide credible sites for the crew. Using this research the crew should create a script or set of questions (if doing an interview) that will be used during filming.



**Step Four – The crew should decide who is going to be reporter or spokesperson and who is going to work behind the scenes filming. The reporters or spokespeople should be prepared before shooting, meaning they should have the scripts either memorized or close to it. This survivor suggests that you recommend that they do not make cue cards because the scripts will come across as being read. Those who are going to film should at this point be familiar with the camera. One suggestion is to have them film several small scenes in school and view them ahead of time. This allows them to gain understanding of correct distances and the particulars of the camera being used.**

**Step Five – The crew is finally ready to start filming. Transportation to location is key. One suggestion is to accompany the crew during the shooting in case problems should arise. Remember, several attempts at the same location is probable. It is highly unlikely that the crew will get it right on the first try. Another suggestion is to make sure that the equipment is signed out and that there is an accountability agreement for equipment. For example, you might place an obligation on their school record should the equipment be damaged, misplaced, stolen, etc. These responsibilities should be clearly delineated and previously agreed upon.**

**Step Six – The raw footage should be downloaded to the computer. One suggestion is to download as each segment is completed but to also keep it on tape. This will provide you two sources for the same clip in case something should happen. Also, by downloading the raw footage as soon as possible, preliminary editing can begin by another member of the crew while still others are filming.**

**Step Seven – Editing the final product should be accomplished by the entire crew together. Decisions made during this process should be discussed and a consensus taken for each of the segments. Since the final editing process can take some time it is vitally important to make several copies of the work accomplished during the process. This is to prevent the loss of work should the unfinished work in progress hit a snag or somehow be destroyed. When the editing is finished copies should be made for each of the crew members as well as the project copy to turn in to instructor.**

**The magnitude of what is trying to be accomplished will dictate the amount of time needed and hence the timeline. For example, one location interview will not take nearly the time to complete that a several location scripted documentary. You should set limits to your crew's ambition in the beginning because it will probably take them more time to accomplish this than they think it will. Also, the commitment level of each crew member must be strong. Once dates and events for filming are established the crew needs to stick to this schedule.**



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## Example Instruction Guide

**Directions:** Read the following instructions. Ask questions to clear up any confusion.

**You are going to be creating a local history video. The following are the step-by-step instructions to complete this project.**

- 1) Create a group or film crew of yourself and three other members. These individuals should be trustworthy and dependable to get their individual responsibilities accomplished. Get the permission slips signed and returned to instructor by due date.
- 2) Create a list of three historical sites in Dayton that you and your crew would like to explore (Submit these choices to instructor for approval). Divide your group into the roles of spokesperson; researcher, script writer, and camera person. These positions can change for each of the sites or the crew may maintain the same roles for all of the sites.
- 3) Research these historical sites using the internet. Look for interesting facts about the site that you did not previously know. Write down 10 facts for each historical site.
- 4) Using the 10 facts you wrote down, create a script that the spokesperson in your group will report on during the video. Submit a copy of script or questions to instructor.
- 5) Write to the business or historical site to obtain permission to film, and a date that is most convenient for them. The camera person should practice filming in school and review the footage with instructor for suggestions and helpful hints.
- 6) Make arrangements (this includes checking out the video camera) and go to site. Film raw footage.
- 7) Download raw footage onto the computer and entire crew should start editing.
- 8) When finished editing, burn a DVD of video for every crew member and one for the instructor. Submit the DVD video.



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## Example Rubric – Documentary Project

<b>Grade</b>	<b>Expectations</b>
<b>A</b>	Video contains three well thought out historical sites. Script contains 10 facts for each site and shows excellent and credible research. Spokesperson knows the material and is well rehearsed. There are no noticeable defects in the video presented (i.e. the video has appropriate sound, light, etc).
<b>B</b>	Video contains three historical sites. Script contains 10 facts for each site and shows credible research. Spokesperson knows the material. There are no noticeable defects in the video presented (i.e. the video has appropriate sound, light, etc).
<b>C</b>	Video contains three historical sites. Script contains 10 facts for each site. There are no noticeable defects in the video presented (i.e. the video has appropriate sound, light, etc).
<b>D</b>	Video contains three historical sites. Script contains at least 5 facts for each site
<b>F</b>	Video contains at least 1 historical site with some facts given for this site. No attempt at providing a quality video is evident.

**Any group not turning in a project on time or failure to either film at an historical site or do any research for this site will result in a zero grade for this project.**