Module 7 - Producing the Teacher Exemplar

Rationale: You will create an exemplar video for the documentary project that you can use as a model with your students. By experiencing the documentary-making process yourself, you will be better prepared to guide students through each step and help them understand expectations for structure, content, and style. Your exemplar will give students a clear picture of what they are working toward while helping you anticipate where they may need additional guidance or support.

By highlighting a lesser-known individual, place, event, or aspect of your city or town, you will provide students with a compelling example of how to approach their own documentary. The process also models the importance of uncovering and elevating stories and voices with meaningful connections to local history. As students create their own documentaries, they will develop a deeper understanding of their community while strengthening their research, storytelling, and media-making skills.

Standards Alignment | Grades 5–12

Michigan English Language Arts

- **W.5.7–W.8.7; W.9-10.7; W.11-12.7:** Conduct research to investigate questions and build knowledge.
- **W.5.8–W.8.8; W.9-10.8; W.11-12.8:** Gather relevant information, assess sources, and incorporate evidence.
- **SL.5.5–SL.8.5; SL.9-10.5; SL.11-12.5:** Use multimedia to communicate information effectively.

Michigan Social Studies

- **P1.4 (Grades 6–8):** Present arguments supported by evidence, when the documentary addresses historical or civic claims.

ISTE Standards for Students

- **1.6.d –** Creative Communicator: Publish or prese**nt media that communicates an appropriate message to an intended audience.**
- **1.7.c –** Global Collaborator: Contribute to project teams by taking on roles and responsibilities to achieve a shared goal.

Media Literacy Connection: Who Created this message?
Creating your own documentary provides firsthand experience with one of the foundational ideas of media literacy: all media messages are constructed. As you make choices about content, interviews, visuals, sound, and editing, you'll see how a media creator's decisions shape the story an audience ultimately sees and hears.

Let's Get Started! Start by revisiting the notes you took during the *Scripting and Planning* module. These will help you develop the topic for your teacher exemplar. Your first step is to research your topic and gather enough information to write an engaging one- to two-minute voice-over script.

The next two steps in the process are to find visuals that align with each section of your voice-over script and to set up an interview with a subject area expert. To make script writing easier at this point, consider converting your script from paragraph format into a two-column script format, as demonstrated in the previous module.

Review the sections on Preparing for and Recording Interviews as well as Recording B-Roll and Stock Images to help you find the appropriate imagery for your script.

We encourage you to edit your own video using the same app/software your students will use. Several free options are available, including Canva, CapCut, iMovie, and DaVinci Resolve. You'll need to check with your school/school district's IT team to find out what is available to your students. Some school districts have other editing platforms, like WeVideo, Final Cut, or Premiere Pro, available.

Kara's Paragraph format voice-over: https://tinyurl.com/52juptse
Kara's Two-Column Script: https://tinyurl.com/ya6rmxyb
Kara's Video Exemplar: https://tinyurl.com/4jvecu8h

Checklist for Your Video Exemplar

- Original Script
- Original B-Roll
- If photos or stock images are used, permission from the creator has been obtained and is on file. No images from Google, Pixabay, YouTube, etc. You **may use Pexels or Library of Congress Digital Collections**
- At least one interview (Talking Head and/or Voice Over)
- Voice Over
- Lower Thirds for each person interviewed. Include first and last name and their job/role as it relates to your project.
- Final edited video is 5 minutes maximum
- Ending Credits

Additional Resources From Student Reporting Labs

- Defining Goals and Identifying Audience: https://tinyurl.com/yvuan5rk
- Experiment with Story Formats: https://tinyurl.com/3y737ype