**Cold War Documentary Due Date October 31- November 1**

**The project borrowed from a history teacher ,Indiana Jen**

**https://indianajen.com/2013/10/25/student-documentaries-in-history-class/**

In groups of three or four, create a Cold War documentary from an American or Soviet perspective. Videos are a minimum of 2 minutes and a maximum of 4 minutes (excluding a “works cited” credits page).

While well-produced videos are always nice to look at, **the primary objective of this project is research, synthesis, and developing a formal argument.**

**I. You can choose one of the following themes on the events and tactics of the Cold War.**

* Reds under the bed
* Espionage
* Joseph McCarthy
* Cold War Propaganda
* The Kitchen Debate and Nikita Khrushchev
* The space race
* Communist China and Mao Zedong
* Korean War and Kim Il-Sung
* Domino Theory, Vietnam, Ho Chi Minh
* The Hungarian Uprising
* Gary Powers and U-2
* Fidel Castro and the Cuban Missile Crisis
* Prague Spring
* Détente
* Soviets in Afghanistan
* Ronald Reagan and the Cold War rebooted
* Glasnost and perestroika, dissolution of USSR

**II. Create a very narrow research question that will pinpoint your film, for example,**

* **How did the Iron Curtain influence the Economy of the Eastern Block? Or**
* **How did both super powers use Propaganda to justify the hot events of the Cold War?**

**III. Research, Research, Research**

1. **EBooks**
2. **Online sources**
3. **Articles**
4. **Interviews**
5. **Political communiqués**
6. **Images, photos, paintings**
7. **Artifacts**
8. **Videos**
9. **MUISIC**

**IV. Outlining the Project**

This step helps you to organize how you will relate their information as well as arrange your images, your videos, your interviews, your quotes, your documents and your images in the overall project. Just as the final research paper should not be identical to the first outline, it’s acceptable (even expected) that you move around, add, or remove images as the product evolves.

1. Create either a PPT
2. Create a Storyboard

**V. Writing it Out!**

There is an important writing component to this project. You must write out a “script” of what the narrator or actors will say in their project. This is the second required assignment in the process (after your storyboard has been approved).

1. **Can be an essay format**
2. **Can be a formal script**
3. **Can be informal script**

**VI. Assembling the Video**

You can use any platform that you would like, the most popular are: [iMovie](http://www.apple.com/mac/imovie/) (for Mac and iOS), [MovieMaker](http://windows.microsoft.com/en-us/windows-live/movie-maker#t1=overview), [Adobe Premiere](http://www.adobe.com/products/premiere-elements.html?kw=c&sdid=EQCIN&skwcid=AL!3085!3!32396024834!b!!g!!adobe%20video%20edit%20software&ef_id=Uijr5QAABQj8lb1n:20131025143847:s), and the [YouTube Video Editor](http://www.youtube.com/editor).

**VII. Publish and present**

**Rubric 40 points**

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| --- | --- | --- | --- | --- | --- |
| **ACTIVITY** | **Exemplary** | | **Proficient** | | **Partially Proficient** |
| **Script**  **and**  **Storyboard** | **6 points**  The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks include: text, background color, placement & size of graphic, fonts - color, size, type for text and headings. Notes about proposed dialogue/narration text are included. | | **4 points**  The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue. | | **2 points**  The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue. |
| **Content**  **and**  **Organization** | **18 points**  The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to understanding the project's main idea. The project includes motivating questions and advanced organizers that provide the audience with a sense of the presentation's main idea. Events and messages are presented in a logical order. | | **12 points**  Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information. | | **6 points**  The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. |
| **Production Quality** | | | | | | |
| **Video and Audio Editing and Special Effects** | | 6  The tape is edited with only high quality shots remaining. Video moves smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Shots and The audio is clear, but only partially assists in the main idea. Students communicate ideas with proper voice projection; adequate preparation and delivery. Scenes flow seamlessly. Digital effects are used appropriately The audio is clear and effectively assists in communicating the main idea. Students communicate ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.  Background audio is kept in balance and does not overpower the primary audio.  Good, but not excessive use of effects. | **4**  Tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and timing.  Use of effects is worthwhile. | **1**  Tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy. Transitions do not assist in the main idea. There are many unnatural breaks and/or early cuts. Digital effects are overdone and distract from the content.  The audio is inconsistent in clarity (too loud/too soft) at times and insufficiently communicates the main idea. Students have difficulty communicating ideas due to weak voice projection and/or lack of preparation.  Some special effects are distracting. | |