**POVERTY UNIT VIDEO PROJECT**

**Project Assigned: (date)**

**Project Due (date)**

**Project Timeline:**

(date) – Project pre-planning

(date) – Respond to pre-planning commentary from teacher, draft of script

(date) – Finalize scripts

(date) – Props completed

(date) – Videos recorded and finalized

(date) – Class evaluations of videos

**Expectations:**

* You may choose to work alone or in a group of up to four people
* Projects are due (date)and will NOT be accepted after (date).
* If you are working in a group, each group member is expected to contribute to a major portion of the project
* Each group member is expected to be respectful and cooperative
* Presentations need to be well thought out and aesthetically pleasing
* There must be a title at the beginning of the project
* Group members should be given credit listings at the beginning of the video
* Each video should be 3-5 minutes long
* If you choose to edit your videos, you must do that at home on your time because there will not be time to edit in class.
* Every video requires a script to be written and turned in for teacher approval
* Be creative with your videos. You may choose your video format. Format examples include a news story, music video, public service announcement, skit, or slide presentation

**Grading Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Possible Points** | **Points Earned** | **Comments** |
| **Script**  Covers content, flows logically, uses appropriate grammar and punctuation | 20 |  |  |
| **Content**  Script and video thoroughly demonstrate an understanding of unit content, synthesizes information studied, and clearly responds to the unit inquiry question: "Many strides have been made to improve the lives of those living in poverty. Is it possible to eradicate severe global poverty?" | 30 |  |  |
| **Props**  Props appropriately fit with the the script and are neat | 10 |  |  |
| **Meets Expectations**  Videos have a title, give proper credit to group members, are 3-5 minutes long, and are well timed with the script | 10 |  |  |
| **Video Aesthetics**  Video is steady and presented professionally | 10 |  |  |
| **Process Reflection**  Completed and turned in | 5 |  |  |
| **Peer Evaluations**  Completed and turned in | 5 |  |  |
| **Total Points** | **100** |  |  |

**Pre-Planning Sheet**

**Group members** (No more than 4 per group)

1.

2.

3.

4.

**Questions** (Answer with as many details as possible)

1. What format will you use for your video? (news story, music video, public service announcement, skit, etc.)
2. List each group member’s responsibilities for the creation and production of the video:
3. What materials or resources do you think you will need?
4. What difficulties or obstacles do you think you will have when planning and/ or producing your video?
5. How do you plan to overcome these difficulties?

**Project Reflection**

Responsibilities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Did you complete all of your assigned tasks for the group on time?

Yes No

1. How would you rate your quality of work?

Poor Fair Good Excellent

1. How would you rate your accuracy of work?

Poor Fair Good Excellent

1. Overall, how would you rate your performance in the group?

Poor Fair Good Excellent

1. In the future, how will you improve your ability to work with others?
2. What did you learn about poverty during this project?

Rate your group members work as Poor, Fair, Good, or Excellent

(This will be confidential)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group Member’s Name** |  |  |  |  |
| Did Fair Share of work? |  |  |  |  |
| Was Cooperative? |  |  |  |  |
| Contributed ideas and planning? |  |  |  |  |
| Was positive? |  |  |  |  |
| Was helpful? |  |  |  |  |

**Peer Review of Videos**

**Group # \_\_\_\_\_\_\_\_\_\_**

Rate the videos as poor, fair, good, excellent

|  |  |
| --- | --- |
| **Content**  The video demonstrate an understanding of unit content and clearly responded to the unit inquiry question: "Is it possible to eradicate severe global poverty?" |  |
| **Props**  Props appropriately fit with the script and are neat |  |
| **Video Aesthetics**  Video is steady and presented professionally |  |
| **Actors**  Students performing in the video spoke loudly and clearly and behaved professionally. |  |
| **Overall rating** |  |

**Group # \_\_\_\_\_\_\_\_\_\_**

Rate the videos as poor, fair, good, excellent

|  |  |
| --- | --- |
| **Content**  The video demonstrate an understanding of unit content and clearly responded to the unit inquiry question: "Is it possible to eradicate severe global poverty?" |  |
| **Props**  Props appropriately fit with the script and are neat |  |
| **Video Aesthetics**  Video is steady and presented professionally |  |
| **Actors**  Students performing in the video spoke loudly and clearly and behaved professionally. |  |
| **Overall rating** |  |