



Minecraft-Machinima Documentary Project

Overview

This high school lesson plan is a three-to-four week project in which teams of students work together to create a machinima (short animation) documentary film using Minecraft as a set design and animation tool. The topic of the documentary is about how the perseverance and resilience exhibited by Japanese Americans during their World War II incarceration experience personally inspire the students. Building and animating their documentary narratives inside of Minecraft will allow students to gain a deeper understanding of life in camp along with the perseverance and resilience of people who lived there.

In the lesson, teams of students will create their own short, five-to-ten minute documentary movies that answers the question:

“How are you personally inspired by the perseverance and resilience exhibited by Japanese Americans during their World War II incarceration experience?”

At the end of the lesson, teams will share their completed documentaries with the other teams to reflect and learn from the other documentaries. The project will conclude with each team presenting their documentary at public showcase event.

The lesson aligns with Common Core English Language Arts and History/Social Studies standards, California History-Social Science and Career Technical Education standards, and the International Society for Technology in Education (ISTE) standards. This lesson can be adapted for non-classroom activities, such as after school programs, clubs, and at-home projects.

Grade Levels 6th to 8th grade

Subjects English Language Arts, History/Social Science, Technology

Duration Approximately three-to-four weeks. The duration of each phase can be adjusted at the teacher's discretion to allow for more or less time.

Project Topic Most memorable history stories inspire us because of specific character values that are exhibited by the people in the stories. When Japanese Americans were removed from their homes and incarcerated during World War II, they had to utilize the character strengths of perseverance and resilience in order to survive in isolated camps for the duration of the war.

In this project, teams of students will create their own short, five-to-ten minute documentary movies that answer the question:

“How are you personally inspired by the perseverance and resilience exhibited by Japanese Americans during their World War II incarceration experience?”

Your video should also answer the following questions:

- What were the significant events of the Japanese American World War II incarceration history?
- What were the civil rights issues surrounding the incarceration of Japanese Americans during World War II?
- What was it like to live in a Japanese American incarceration camp during World War II?
- What was the loyalty questionnaire and how did it affect the people in the camps?
- How did Japanese Americans exhibit perseverance and resilience during their World War II incarceration experience?

Documentary Requirements

- Be between five and ten minutes in length.
- Include information about the history and civil rights issues surrounding the World War II Japanese American incarceration experience.
- Include at least two examples of perseverance and/or resilience exhibited by Japanese Americans during their incarceration experience.
- Utilize Minecraft as a set design and animation tool to record video footage to include in the documentary
- Include audio narration by team members who discuss their personal viewpoints
- Can include historical video footage, other video segments, photos, text, narration, music, and anything else relevant to the documentary

Learning Objectives

At the end of this lesson, students will be able to:

Analyze and discuss historical experiences of Japanese Americans during World War II

Analyze and discuss themes of civil rights, citizenship, and discrimination

Analyze and discuss the character values of perseverance and resilience

Demonstrate literacy skills in evaluating primary and secondary source materials

Collaborate with others on a group project

Debate and discuss issues in order to come to a group consensus

Create a storyboard for a documentary movie

Utilize digital tools to create a documentary movie

Create audio narration for a documentary movie

Write constructive and critical comments

Present as part of a group in front of a public audience

Project Sequence

Introduction

Introduce students to the project, including all of the phases and documents.

Introduce the topic of the Japanese American World War II incarceration experience. Divide students into teams.

Minecraft Introduction Phase

Allow students to become familiar with Minecraft and building together in a team setting.

Research Phase

In order to create their documentaries, students will need to conduct research on the Japanese American incarceration experience during World War II and identify specific stories that contain inspiring stories of perseverance and resilience. Students should conduct their research by going through oral histories and resources available on websites such as Densho. See Appendix A for a list of suggested resources.

Pre-Production Phase

The pre-production phase is the planning activities that occur prior to creating the video, audio, and other media assets for the movie. First, students will create a complete storyboard that covers the main points of the documentary. Then, they will write out the audio narration for each team member. Lastly, they will create a Minecraft production plan that covers the various sets required to build for use in the movie.

Production Phase

Following the storyboard and Minecraft production plan, students will build* each set inside of Minecraft and then record the appropriate video animation for each scene. Students will then record all of the audio narration for the documentary.

* Minecraft maps of a premade camp can also be used and/or modified in order to lower the duration of this phase. See Appendix B for premade maps.

Post-Production Phase

Students will perform post-production on their documentaries by editing and assembling the video footage and audio narration into a coherent documentary format. They will then add other media (video, photos, images), text, narration, and music to end up with a completed documentary movie.

Sharing and Reflection Phase

Students will upload their documentaries to YouTube or other video sharing website. Students will then be asked to view and comment on their classmates' documentaries via discussion forum or other discussion platform.

Public Showing Phase

Class will hold a "documentary viewing event" in which the family and friends of the students will be invited to an exhibition of all of the documentaries. At the event, there will be stations all around the room where each student team will take 15 minutes to present their documentary and answer questions. After 15 minutes, the audience will be asked to move to a different station. At the end of three 15-minute sessions, there will be a general question and answer session for the entire class about lessons learned during the project.

Teacher Preparation

- Read through the entire lesson plan.
- Make a schedule for each phase.
- Divide students into two-, three-, or four-person teams.
- Familiarize yourself with the oral history resources listed in the Resources section.
- Familiarize yourself with the perseverance and resilience resources listed in the Resources section.
- Setup Minecraft (see How To Setup Minecraft section).
- Make sure that students have access to video recording devices (one per team).
- Make sure that students have access to video editing software. Movie Maker (Windows) and iMovie (Mac) are free, easy-to-use video editing programs.
- Prepare a class discussion forum or discussion platform, such as Edmodo (<https://www.edmodo.com>), on which students can post links to their videos.
- Peruse the assessment rubric and modify if desired.
- Peruse the Project Planning document and modify if desired.
- Peruse the Storyboard Planning document and modify if desired.
- Peruse the Peer Evaluation form and modify if desired.
- Peruse the Learning Evaluation form and modify if desired.
- Peruse the commenting guidelines document and modify if desired.

Project Process

Introduction

Duration: One day

Materials required: (Classroom) Internet-accessible computer with projector or whiteboard

Process:

Teacher will:

- Explain the project to the class, including explanations about each phase.
- Introduce the topic of the Japanese American World War II incarceration experience (see the Resource section for various resources to use).
- Divide students into their teams.
- Have each team briefly discuss among themselves the following questions:
 - Scenario: Imagine that you are being sent to an incarceration camp 48 hours from today because of your ethnicity.
 - What would be your initial reaction to this scenario?
 - What would you take with you to the incarceration camp if you could only take what you can physically carry? What would you do with the rest of your possessions?

What would be your main priorities after you arrived at the incarceration camp?

- Go over all of the project's phases with the entire class.
- Introduce the Research Notes document, Project Planning document, Storyboard Planning document, Narration Planning document, Peer Evaluation form, and Learning Evaluation form to the class.

Minecraft Introduction Phase

Duration: One day

Materials required: (Students) Internet-accessible computer or tablet

Process:

Each team will:

- Practice building as a team in Minecraft by having everyone participate in building an enclosed aquarium made of any materials and filled with water
- Teams may show their aquariums to other teams after they are completed

Research Phase

Duration: Two to three days

Materials required: (Students) Internet-accessible computer or tablet

Process:

Each student will:

- Review two or more historical resources (oral histories, etc.) about the Japanese American incarceration experience. See Appendix A for a list of suggested resources.
- On the Research Notes document, write down one or more stories about perseverance and/or resourcefulness from the historical resources that inspire you.
- Select one of the historical stories that you wrote down and do a brief presentation on the story to your team members.

Each team will:

- Discuss which stories to include in their documentary.

Deliverables: (Each student) Completed Research Notes document.

Teacher Action Item: Review each student's presentation materials and provide feedback.

Pre-Production Phase

Duration: Two to three days

Materials required: (Students) Internet-accessible computer or tablet

Process:

Each team will:

- Fill out the Pre-Production Phase section of the Project Planning document.
- Create storyboards for the documentary by following the steps here: <https://www.fastcompany.com/1672917/the-8-steps-to-creating-a-great-storyboard>.
- Write out all narration for the documentary.
- Create a production plan to build the various Minecraft sets that you will need in your documentary.

Deliverables:

(Each team) Storyboards

(Each team) Pre-Production Phase section on Project Planning document

Teacher Action Items:

- Review each team's Project Planning document and provide feedback if necessary.
- Review each teams' storyboards and provide feedback if necessary.
- Review each teams' narration and provide feedback if necessary.
- Review each teams' production plan and provide feedback if necessary.

Production Phase

Duration: Five to ten days*

* Minecraft maps of a premade camp can also be used and/or modified in order to lower the duration of this phase. See Appendix B for premade maps.

Materials required: (Students) Video recording device

Process:

Each team will:

- Fill out the Production Phase section of the Project Planning document.
- Create all the sets for the animation footage inside Minecraft.
- Rehearse animation scenes inside of Minecraft based on storyboards.
- Record animation footage (see Appendix C).

Deliverables:

- (Each team) Production Planning document
- (Each team) Production Phase section on Project Planning document

Teacher Action Items:

- Set up a Minecraft server for the teams to use (see Appendix B).

Optional: Assign one or more students who are familiar with Minecraft to help setup the server and provide mentorship to other students.

- Review each teams' Project Planning document and provide feedback if necessary.
- Review each teams' animation footage and provide feedback if necessary.

Post-Production Phase

Duration: Three to four days

Materials required: (Students) Computer, video editing software (e.g., Windows Movie Maker, iMovie)

Process:

Each team will:

- Fill out the Post-Production Phase section of the Project Planning document.
- Review their animation video footage.
- Using video editing software, assemble video clips from the animation video footage according to the outline/storyboard.
- Find, edit, and add images (if desired).
- Create and add all title screens, including ending credits.
- Create and add any narration, sound, and/or music.
- Output the completed documentary to a video file that can be uploaded to YouTube or other video sharing website.

Deliverables:

- (Each team) Post-Production Phase section on Project Planning document
- (Each team) Outline and/or storyboard
- (Each team) Finished documentary

Teacher Action Items:

- Review each team's Project Planning document and provide feedback if necessary.
- Provide mentoring and coaching for each team during post-production process.
- Review finished documentaries and provide revision feedback if necessary.

Sharing and Reflection Phase

Duration: One day

Materials required: (Students) Internet-accessible computer or tablet

Process:

Each team will:

- Upload their documentaries to YouTube or other video sharing website.
- Post a link to documentary on discussion platform specified by the teacher.

Each student will:

- View and provide meaningful comments on a minimum of two of their classmates' documentaries. See Appendix E for commenting guidelines.
- Fill out a Peer Review Form for all members of the team, including himself or herself.

Teacher Action Items:

- Prepare discussion forum or other discussion platform, such as Edmodo (<https://www.edmodo.com>).
- Ensure that all documentary links are shared.
- Review and provide feedback to students' comments.

Public Showing Phase

Duration: One day

Materials required:

- Classroom or other school room large enough to host public audience
- Tables with Internet-accessible computers with speakers

NOTE: An alternate presentation method is to use a projector with a computer attached to show the documentaries to the entire audience all at once.

Process:

Class will:

- Invite the family and friends of the students to a “documentary viewing event” of all of the documentaries.
- Setup documentary viewing stations all around the room. Viewing stations should be spread out with enough space to be able to hear the audio.

Each team will:

- Fill out the Public Showing Phase section of the Project Planning document.
- Take 15 minutes to present their documentary and answer questions. After 15 minutes, the audience will be asked to move to a different station. There will be three, 15-minute sessions.

Class will:

- Participate in a general question and answer session about lessons learned during the project.

Deliverable:

(Each team) Public Showing Phase section on Project Planning document

Teacher Action Items:

Prior to event:

- Review each team’s Project Planning document and provide feedback if necessary.

During event:

- Greet public audience
- Introduce project (or have a student/team introduce project)
- Introduce teams
- Facilitate 15-minute presentation sessions
- Lead question and answer session

Assessment

Students receive formative assessment from teacher feedback throughout each phase of the project. In addition, the assessment rubric can be used as a formative feedback tool by providing students with quick feedback on their current levels during each phase.

Students receive summative assessment via the assessment rubric, Peer Evaluation form, and Learning Evaluation form.

Assessment Rubric Please use the following rubric as a possible guideline for this project.

You may wish to have students participate in developing their own rubric for the project, either by modifying this rubric or simply by starting from scratch.

This rubric can be used as a formative feedback tool (instead of just a summative assessment tool) by showing each student the specific levels they have achieved throughout each phase of the project.

	Novice Level	Adept Level	Expert Level	Master Level
Research	Does not fully complete the Research Notes document; Provides team members with a substandard presentation that relate to perseverance and resourcefulness; Participates infrequently in the discussion and decision-making process	Fully completes the Research Notes document with one historical and contemporary examples; Provides team members with an adequate presentation that relate to perseverance and resourcefulness; Participates sometimes in the discussion and decision-making process	Fully completes the Research Notes document with one or more historical and contemporary examples; Provides team members with a good presentation that relate to perseverance and resourcefulness; Participates most of the time in the discussion and decision-making process	Fully completes the Research Notes document with more than one historical and contemporary examples; Provides team members with a high quality presentation that relate to perseverance and resourcefulness; Participates fully in the discussion and decision-making process
Pre-Production	Participates in few aspects of the storyboarding process, narration process, and Minecraft planning process	Participates in some aspects of the storyboarding process, narration process, and Minecraft planning process	Participates in most aspects of the storyboarding process, narration process, and Minecraft planning process	Participates in all aspects of the storyboarding process, narration process, and Minecraft planning process
Production	Participates in few aspects of the filming and/or narration process	Participates in some aspects of the filming and/or narration process	Participates in most aspects of the filming and/or narration process	Participates in all aspects of the filming and/or narration process
Post-Production	Participates in few aspects of the post-production process; Puts little effort into post-production tasks	Participates in some aspects of the post-production process; Puts fair effort into post-production tasks	Participates in most aspects of the post-production process; Puts good effort into post-production tasks	Participates in all aspects of the post-production process; Puts maximum effort into post-production tasks
Reflection	Writes less than two meaningful comments about other documentaries	Writes two meaningful comments about other documentaries	Writes three meaningful comments about other documentaries	Writes four or more meaningful comments about other documentaries
Presentation	Speaks in an unclear and disorganized manner; Does not maintains good physical presence or eye contact	Speaks fairly clearly in a semi-organized manner; Maintains adequate physical presence and eye contact	Speaks clearly in an organized manner; Maintains good physical presence and eye contact	Speaks clearly in a well-organized manner; Maintains excellent physical presence and eye contact
Planning	Does not participate much in completing the Project Planning document and/or Storyboard Planning document	Participates sometimes in completing the Project Planning document and/or Storyboard Planning document	Participates most of the time in completing the Project Planning document and/or Storyboard Planning document	Participates fully in completing the Project Planning document and/or Storyboard Planning document
Individual Effort	Does not put effort into tasks; Does not complete tasks on time	Puts fair effort into most tasks; Completes a majority of tasks on time	Puts good effort into all tasks; Completes almost all tasks on time	Puts maximum effort into all tasks; Complete all tasks on time
Teamwork	Does not help, encourage, or respect other team members; Does not listen nor communicate with other team members	Occasionally helps, encourages, and respects other team members; Listens and communicates sometimes with other team members	Frequently helps, encourages, and respects other team members; Listens and communicates often with other team members	Consistently helps, encourages, and respects other team members; Listens and communicates constantly with other team members
Final Documentary	Documentary is missing two or more required elements; Documentary is not original nor creative; Documentary is filmed and edited in a low quality manner	Documentary is missing one required element; Documentary is originality and creativity is average; Documentary is filmed and edited in an adequate manner	Documentary contains all required elements; Documentary is fairly original and creative; Documentary is filmed and edited in a good manner	Documentary contains all required elements; Documentary is original and creative; Documentary is filmed and edited in a high quality manner

Research Notes

Please use this document to write down your notes and ideas for the Research Phase.

Resource: _____

Story about perseverance and resilience: _____

Resource: _____

Story about perseverance and resilience: _____

Resource: _____

Story about perseverance and resilience: _____

Resource: _____

Story about perseverance and resilience: _____

Project Planning Document

This document will help you plan out the pre-production, production, post-production, and public showing phases of the project. Please ensure that all members of your team participate in completing this document.

This is a dynamic document, meaning that you will continually update this document throughout the entire project. At the **START** of each phase, please meet with your team to fill out the tasks, assignments, and due dates for that specific phase.

PRE-PRODUCTION PHASE

TASK	ASSIGNED TO	DUE DATE

NOTES:

PRODUCTION PHASE

TASK	ASSIGNED TO	DUE DATE

NOTES:

POST-PRODUCTION PHASE

TASK	ASSIGNED TO	DUE DATE

NOTES:

PUBLIC SHOWING PHASE (Planning)

TASK	ASSIGNED TO	DUE DATE

NOTES:

Peer Evaluation Form

Each student should fill out a peer evaluation form to evaluate every team member (including himself/herself).

Please evaluate each member of your group based on the criteria below.

Member Name _____

Research

Presented good historical examples of perseverance and resilience to the team.

Excellent Good Fair Poor

Comments _____

Actively participated in discussion and decision-making process

Excellent Good Fair Poor

Comments _____

Pre-Production

Completed all assigned pre-production responsibilities in a high-quality and timely manner

Excellent Good Fair Poor

Comments _____

Production

Completed all assigned production responsibilities in a high-quality and timely manner

Excellent Good Fair Poor

Comments _____

Post Production

Completed all assigned video production responsibilities in a high-quality and timely manner

Excellent Good Fair Poor

Comments _____

Worked as a good team member to complete the documentary

Excellent Good Fair Poor

Comments _____

Peer Evaluation Form

Presentation

Actively participated in presentation planning process

Excellent Good Fair Poor

Comments _____

Gave a high-quality presentation on his/her part

Excellent Good Fair Poor

Comments _____

Planning

Actively participated in group planning process

Excellent Good Fair Poor

Comments _____

Actively participated in creating narration

Excellent Good Fair Poor

Comments _____

Teamwork

Provided help to others

Excellent Good Fair Poor

Comments _____

Demonstrated some leadership qualities

Excellent Good Fair Poor

Comments _____

Helped with group cohesion and management

Excellent Good Fair Poor

Comments _____

Learning Evaluation Form

Your Name _____

1. What do you feel are the most important things you learned from doing this project in each of the following areas:

History content _____

Aspects of perseverance and resilience _____

Pre-Production process _____

Production process _____

Post-Production process _____

Presentations _____

Teamwork _____

2. Are there other things that you would have liked to learn more about during this project? How do you think you could learn these things outside of this project?

Appendix A

Resources

Japanese American World War II History

- [Densho](#)
- [Core Stories](#) (Densho)
- [Learning Center](#) (Densho)
- [Sites of Shame](#) (Densho)
- Smithsonian's [A More Perfect Union](#)
- [National Veterans Network](#)
- [Go For Broke National Education Center](#)
- [Heart Mountain Interpretive Center](#)
- [Manzanar](#) - National Park Service
- [National Japanese American Historical Society](#)

Perseverance and Resilience

- [The Unbeatable Combination of Perseverance and Resilience](#)
- [Overcoming obstacles](#)
- [Mindset](#) (links to various articles)
- [True Grit](#): Teaching character skills in the classroom

Storyboarding

- [The 8 Steps To Creating A Great Storyboard](#)
- [Storyboarding Basics](#)

Video Production and Post-Production

- [Vimeo Video School](#)
- [MediaCollege Tutorials](#)
- [Kids'Vid Tutorials](#)

Appendix B How to Setup Minecraft

Getting Minecraft

To enable a classroom of students to use Minecraft, you will need one Minecraft server for the class and Minecraft clients for each student. For this lesson, you can use Minecraft Education Edition (<https://education.minecraft.net>), Minecraft Bedrock Edition (https://minecraft.gamepedia.com/Minecraft#Purchase_and_availability), or Minecraft Java Edition (<https://minecraft.net>).

Minecraft Education Edition Setup

Installation: <https://docs.microsoft.com/en-us/education/windows/teacher-get-minecraft>

Minecraft Multiplayer Setup

To allow students to work together in the same world map, you will need to enable multiplayer mode. Please refer to the following links to enable multiplayer mode: For Minecraft Education Edition, click [here](#).

Connecting students:

- <https://education.minecraft.net/support/knowledge-base/how-to-set-up-a-multiplayer-world/>
- <https://www.youtube.com/watch?v=C0MMtWjsrOg>

For Minecraft Bedrock and Java Editions, click [here](#).

World Map Setup

For this lesson, you can either have your students build their camps from scratch or use a premade camp world map.

Build From Scratch

For Minecraft Education Edition:

- Launch and login to Minecraft Education Edition on the host machine
- Create a new world with the “Blocks of Grass” template
- Turn Cheats off
- Click Play

For Minecraft Bedrock Edition:

- Launch and login to Minecraft Education Edition on the host machine
- Create a new world with a flat World Type
- Set other options as desired
- Click Create

For Minecraft Java Edition:

- Change the level-type to FLAT in the server.properties file. Click [here](#) for instructions on editing the server.properties file.
- Start the server (see Minecraft Multiplayer Setup section above)
- Use Premade World Map

For Minecraft Education Edition:

Click [here](#) and download the map
Follow the instructions [here](#)

For Minecraft Bedrock Edition:

Click [here](#) and download the map
Follow the instructions [here](#)

For Minecraft Java Edition:

Click [here](#) and download the map
Follow the instructions [here](#)

Griefing

Griefing in Minecraft is the deliberate destruction of someone else’s creation. It is likely that you will have one or more students who display some form of griefing, especially early on in the project. Here are some strategies to deal with griefing:

- Discuss griefing prior to the project.
- Make (or have the students make) a griefing agreement that each student must sign prior to the project.
- Make sure that TNT and fire/water-related blocks are disabled on the server.
- Utilize Education Edition’s Classroom Mode (<https://education.minecraft.net/trainings/install-use-classroom-mode-for-minecraft>) or MinecraftEdu teacher controls to control student behavior. These controls include the ability to freeze, teleport, and/or mute students.
 - Make each griefing incident a teachable moment to discuss social skills-related topics such as digital citizenship, respect, responsibility, and empathy.

Appendix C

Recording Minecraft Animations

To record animations in Minecraft, students can use the following screen capture or animation tools. All these tools are free to use except where noted.

Mac

QuickTime Player: <https://etc.usf.edu/techease/4all/getting-started/creating-screen-recordings-with-quicktime-player/>

PC

Windows 10: <https://support.microsoft.com/en-us/help/17188/windows-10-record-clips-of-pc-games>

Ezvid (45-minute limit for free version): <https://www.ezvid.com/ezvid-for-windows>

Bandicam (10-minute limit for free version): <https://www.bandicam.com>

FRAPS (30-second limit for free version): <http://www.fraps.com>

Animation Tools (advanced)

- Mine-imator: <https://www.mineimator.com>
- Blender: <https://www.blender.org>

Appendix D

Commenting Guidelines

Please review these guidelines about how to post high-quality comments so that you can provide appropriate feedback on the documentaries of the other teams.

Here are some characteristics of good comments:

- Be Respectful - Present constructive criticism in a non-demeaning way with the goal of encouraging further discussion. Critique the content, not the person.
- Make a Point - Don't just post trivial comments such as "I agree" or "Good job." Make comments that are thought-provoking and lead to further discussion. For example, a good comment might be, "Your documentary brought up a good point about courage not just being a physical act of bravery. What are some examples of non-physical acts of bravery?"
- Ask Questions - Good questions lead to further discussion.
- Be Critical When Necessary - Critical comments are encouraged as long as they are respectful (see above) and constructive (leads to learning and further discussion). For example, a critical comment that is respectful and constructive might be, "I enjoyed your story about courage, but I don't really agree that courage is just about physical acts of bravery. Don't you think there can be non-physical acts of bravery?"
- Learn From Other Comments - Read and respond to the comments of others.

Appendix E Academic Content Standards

Common Core Standards

<http://www.corestandards.org/ELA-Literacy>

The following are the English Language Arts Common Core standards that are covered during this lesson for grades 9-12.

Grade 9–10

Reading: Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Writing

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.9-10.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Speaking & Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Literacy in History/Social Studies

Key Ideas and Details

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Grade 11–12

Reading: Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Writing

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Speaking & Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Literacy in History/Social Studies

Key Ideas and Details

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

International Society for Technology in Education (ISTE) Standards
https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf

1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.
4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

California History-Social Studies Content Standards
<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>

The following are the California History-Social Studies content standards that are covered during this lesson for grade 11.

11.7.3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers)

11.7.5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

California Career Technical Education

<http://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf>

The following are the California Career Technical Education standards that are covered during this lesson for grades 9-12.

Arts, Media, and Entertainment Pathway

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.

A4.0 Analyze, assess, and identify effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A7.0 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.