

Lesson Blueprints: Documentary Analysis

Lesson Title: B-Roll 2:3

Grade Level: Middle and High School

Note: Teachers should collect and save all worksheets as they will be used in subsequent lessons.

Essential Question:

Why is B-roll important to a documentary?

Materials:

- Pens/pencils
- Means to watch CWK video “Academic Motivation” (This can be found in the Video Shorts section of the Attendance and Achievement bucket.)
- Documentary Viewing: B-roll worksheet
- Students’ Documentary Viewing: Elements of an Interview worksheets from last session

Teacher:

1. Have students sit in their groups of three (3) from the previous session. These will be their working partners for the final part of today’s lesson.
2. Review the past lesson on documentary interview elements as well as their interview questions, and explain that today’s lesson will focus on B-roll footage. Ask students to not only recall the documentary they watched, but to discuss the elements of the interview with critical eyes and ears.
3. Tell students that today they are going to watch another brief CWK documentary called “Academic Motivation” featuring a young man named Dwayne. Share the following introduction:

For most of his young life, Dwayne was a quitter. He admits school was “going really bad... getting suspended every other day.” And then, he says, something changed. What happened and who was behind it? One day his English teacher pulled him aside and let him know how smart and talented he is — that he has a natural gift for English. And he began to believe it... and in himself. He wrote poems, and letters of apology to his mom. And now, he says he doesn’t need others to push him from the outside.

4. The students will watch the documentary two times. The first time they will concentrate on Dwayne’s story, and the second time on the B-roll.
5. After watching the video, discuss the story. Discussion and self-reflection questions can include:
 - What were the positive and negative influences in Dwayne’s life?
 - In the beginning of the video when describing his many school suspensions, Dwayne shares that he had “a real problem with authority. I didn’t like being told what to do.” What did that cause him to do? Describe your reaction to Dwayne’s statement.
 - Dwayne was encouraged by his high school English teacher and discovered a real talent for writing and poetry. How would you describe your strengths? Who encourages you? How do you encourage others?
 - Dwayne describes getting a lot of pushing from his mom and dad –and that now it’s “my turn to push myself.” What motivates you? What are some of the things, big and small, that you hope to accomplish?

6. Now think of Dwayne's story as an interview for a documentary.
 - What was the topic and focus of this interview?
 - Why was Dwayne chosen to be interviewed for this documentary?
 - How did Dwayne's story keep us engaged and interested?
 - What are we supposed to learn from this documentary?
7. Distribute the Documentary: B-roll worksheet and discuss the different types of B-roll shots used in a documentary. They are described in each of the columns.
8. While watching the documentary the second time, the students will write down the different kinds of B-roll footage they see. Teachers might consider stopping the video to analyze the B-roll footage featured at different points.
9. After watching, ask students to share their observations and discuss their answers to the questions at the bottom of the worksheet.
10. Have the groups of three review their documentary topic and the three questions they created at the end of yesterday's class. Today the groups will write a list of possible B-roll shots that could be used in their documentary. They should refer to the five (5) kinds of B-roll shots from their worksheet.

Conclusion:

Close by asking the students to discuss or write a BCR about why B-roll is important to a documentary.

Documentary Viewing: B-Roll

Student: _____

B-roll is the video footage that supports whatever is talked about in an interview or material that supports the story. The chart below lists different kinds of B-roll. As you watch the documentary, write an example of the type of B-roll footage you see.

Wide Angle (Wide) A scene with two (2) or more people, an outdoor area, hallway, classroom, etc.	Over the Shoulder (OTS) A shot from behind a person, usually over the shoulder; often they are not significantly in the shot.	Close-Up (CU) A shot of faces, hands, objects related to the main story.	Extreme Close-Up (ECU) Hands, fingers, eyes (tears), mouths; other objects related to the story that convey emotions or illustrate the narrations	Special Effects (SFX) Shots that are manipulated, different or unusual (split screens, altered colors, photos/stills, slow motion, etc.)

1. How do these shots support the story?
2. Why is B-roll footage important to a documentary?
3. How does B-roll footage create interest?

Teacher Guide Page: Possible student responses to discussion questions about Albeth's story

Note: Many of these questions ask students to reflect on their own experiences. Ask them to continually refer to the documentary to compare/contrast their thoughts.

Discussion questions and self-reflection questions (Step 5)

- What were the positive and negative influences in Dwayne's life? (*Positive: his teacher, his parents, his poetry; Negative: his old friends, his attitude, his neighborhood.*)
- In the beginning of the video when describing his many school suspensions, Dwayne shares that he had "a real problem with authority. I didn't like being told what to do." What did that cause him to do? Describe your reaction to Dwayne's statement. (*He skipped out on school; he didn't do any work; he would leave home whenever he wanted; he didn't care about anything.*)
- Do they ever feel like Dwayne did? How do they keep themselves on track?

Possible student responses to discussion questions about the interview process (Step 6)

- What was the topic and focus of this interview? (*Dwayne's change from a kid who skipped school and just hung out to a person who goes to school, writes poetry, and is motivated to learn.*)
- Why was Dwayne chosen to be interviewed for this documentary? (*He really changed; he speaks really easily about a personal issue; he learns from experiences and from the world around him.*)
- How did Dwayne's story keep us engaged and interested? (*We get to hear him rapping; we see where he lives and his room; he is honest; he was going nowhere and now he has hope.*)
- What are we supposed to learn from this documentary? (*Figure out something that will keep you in school and learning.*)

Teacher Guide: Possible student responses to Documentary Viewing: B-Roll

<p>Wide Angle (Wide) A scene with two (2) or more people, an outdoor area, hallway, classroom, etc.</p>	<p>Over the Shoulder (OTS) A shot from behind a person, usually over the shoulder; often they are not significantly in the shot.</p>	<p>Close-Up (CU) A shot of faces, hands, objects related to the main story.</p>	<p>Extreme Close-Up (ECU) Hands, fingers, eyes (tears), mouths; other objects related to the story that convey emotions or illustrate the narrations</p>	<p>Special Effects (SFX) Shots that are manipulated, different or unusual (split screens, altered colors, photos/stills, slow motion, etc.)</p>
<i>Street shots: cars, Dwayne walking in the neighborhood</i>	<i>Dwayne writing</i>	<i>Legs walking</i>	<i>Hand writing in a notebook</i>	<i>Police cars are fuzzy</i>
<i>Teacher talking to Dwayne</i>	<i>Teacher talking to kids</i>	<i>Close on Dwayne reading</i>	<i>Notebooks on bed</i>	<i>Lots of photographs</i>
<i>Two friends outside</i>		<i>Teacher's face frozen on screen</i>	<i>Mother's face from side</i>	<i>Slow motion</i>
<i>Outside with Mom on steps</i>		<i>Dwayne's face writing</i>		<i>Sepia tinted pictures</i>
<i>Dwayne on bench outside</i>				<i>Mirror screen</i>
<i>Guys in the recording studio</i>				<i>Camera down below the table in the recording studio</i>