Pearl River Delta: A Documentary

Class: Film  Duration: 4 weeks - Full period everyday
Grade Level: High School. Grades 10 - 12

TIP Summary
Students will study the Pearl River Delta as an arrival urban system in the 21st century as the topic for an introduction to documentary filmmaking.

Through a guided discussion, students will explore the concepts of the "arrival" and "generic" city and evaluate these ideas in terms of the Pearl River Delta and specific PRC planning initiatives for this region. As a class, students will identify issues pertinent to understanding the Pearl River Delta urban system. In small groups, they will then research, define issues, script, and obtain media appropriate for a film documenting the issue. The class will re-group and, using documentary filmmaking techniques, develop a film illuminating the issues identified as critical in understanding the Pearl River Delta.

Goals
- Students will create a documentary film making use of traditional documentary film elements and techniques building on filmmaking skills and conventions acquired during the course.

- Students will contribute within both the larger and smaller groups to accomplish the goal of making a documentary film.

- Students will gather, organize analyze and package information on an unfamiliar subject into the planning and process of a documentary film effort.

- Students will integrate learned concepts of urban development in contemporary China as observed in the Pearl River Delta of China.

Essential Questions
- Do the concepts "arrival" city and "generic" city fit any or all of the urban sectors of the Pearl River Delta? Compare Shenzhen with Guangzhou. What is the relationship of Hong Kong to the Pearl River Delta urban zone?

- Why did Deng Xiaoping choose this area of China to be a principal economic enterprise zone? How rapidly and under what conditions and plans did the Delta develop and industrialize? In what ways has the area gained? What are the social, environmental and
economic costs?

- Who has invested in the Delta? Who designs and constructs the living and work places, the transportation and urban infrastructures? Who works in the shops and factories? What are the working conditions? Why do Chinese workers come to places like Shenzhen? What happens to the villages where the workers came from? What are the roles of the various levels of the PRC in investing, developing, maintaining order and building infrastructure?

- The PRC plans for the Pearl River Delta to become a mega-City with tens of millions of people by 2025. Is this a viable economic and social plan? Consider industrialists' responses to rising wages and environmental pollution. Also consider economic growth in places within and out of China. How does planned investment offer an opportunity for this economic zone to compete with other mega cities in China?

- How can we create a documentary that summarizes our understanding of the Pearl River Delta without visiting China, capturing local scenes and audio or interviewing people living or investing in the Delta?

**Student Challenge**

I want you to impress me with your ability to make a compelling, high quality film about the Pearl River Delta in China. I chose the Pearl River Delta because here the PRC began its Special Economic Zones and now is about to make a significant investment to ensure the continued viability of the developing mega city.

I choose Documentary film for this project because it is a significant genre of contemporary non-fiction film with a set of techniques developed over decades to ensure narrative control of discontinuous materials. Creating a documentary requires a different approach to much of the film making process. Knowing how to work the documentary process makes everything we do - from a family vacation La Paz or a National Film Board funded film - more interesting.

In this project, we will continue to work in a familiar process - Planning - Media Development - Editing - Production/Distribution. However, the process will require developing and answering questions, obtaining and creating media to demonstrate the new understanding, working effectively in teams from research through production. I anticipate you will complete this project in the interval between Thanksgiving and Christmas. You may seek an extension to the end of the semester, but doing so will require a formal work proposal.

In the Pearl River Delta Documentary, I am challenging you and your classmates in several ways. In a broad sense you will generate ideas and questions obtain preliminary answers then evaluate and analyze in a circular fashion until you are ready to organize your understandings into a production that synthesizes what you have come to think about the Pearl River Delta. We will reflect on process and product during and after we are done. Among the specific challenges I put to you are:

- To assess what mega cities may mean for China and what arrival cities may mean for rural populations in China and elsewhere including our own rural County.

- To approach and think about China - a culture and place different than your own both links and challenges America.

- To analyze what the future may be politically, culturally and economically for those in China and what a global economy requires.

- To discover how to discern the critical elements of a topic might be, how to present them in an
audio visual form and how to balance differing opinions and views in the tightness of film without being dishonest or unethical

- To explore what can be accomplished in film without going to the site and therefore identifying what you would need if you went to the Pear River Delta to finish – or should I say truly make the film.

- To create a major product to show to professional film critics and documentary film makers

Please read the following newspaper article and the reader comments.

Teacher Commitment
The Pearl River Delta Documentary project is a multi-week that will extend your film-making and teaming skills, stretch your research and integration techniques and introduce you to the process of choosing a topic and explaining (documenting what you know) in film.

As lead teacher, I will introduce the Pearl River Delta to you through guided presentations and provide a knowledge shelf of marked/annotated reading and media materials. Out of the discussions and packets, we will identify leading and essential questions – developed from those that head this project sheet. Each group will tackle a question and develop not just data or an answer but a way of expressing understanding through audio and video. I will provide guidance to understanding the material and also assist in the contacting of outside experts as needed.

I will work with individuals, groups and the class to bring the responses into a rough script out of which we will re-form groups to create a paper or a rough cut depending on how the class chooses to organize its work. I will then work with groups to develop effective documentary-style techniques such as green screen, re-enactments, interviews and supporting graphics.

Following this planning process, we will create a film that allows the guests to understand both the Pearl River Delta and out response to it. I will work with the class as we moved through the heuristic process of documentary film-making to finished project.

In support of this project, I will provide the necessary planning and managing tools. You can expect to work in a pre-prepared google app site through which schedules, documents, media and communications can take place. I will provide the group management and individual reflection tools and forms you are familiar with from earlier projects including the Moodle Journal and GANNT Charts. I expect the group to manage itself and its tasks, but will monitor and discuss issues as I observe or as the issues ara brought to my attention.

I expect a high quality, integrated film expressing a point of view developed from the research and demonstrating an understanding of the Pearl River Delta development. You will have access to the video and audio lab as needed, to the cameras and software. We will script in Celtx and storyboard in several different packages. Film editing may be done in iMove09 but the rough and final edits will be managed through Final Cut Pro. Anticipate titling in LiveType.

This is the class's project. I am committed to teaching and supporting each individual, group and team as necessary to tell the world what we have learned.

Culminating Products and Performances
Group
Documentary Script and/or Paper Cut
Documentary Film on the Pearl River Delta

**Individual**
- Oral presentation
- Reflection on process and product

**Presentation Audience**
- Social Studies Faculty, former Editor of the Journal of Short Film, Documentary Film maker

**Assessments**

**Formative (During Project)**
- Journals, Notes, Checklists, Concept Maps, Preliminary Plans and Notes, Scripts and Storyboards, Group Media Report and/or Files, GANTT chart, Oral Reports, Paper Cut, Rough Cut, EDL, and Final Cut, Post Production Work

**Summative (End of Project)**
- Individual and Group Assessments, Spatial Maps, Documentary Film, Oral Presentation

**Resources**

**People/Facilities**
- Lead Teacher, Video and Audio Lab, Video Studio, Moodle, Google Docs, Internet, Reading Shelf

**Materials**
- Assignment, Groups Structure, Extracted background reading, Guide to Web Resources, Documentary Film Skill Inventory

Note: The packets contain copies or pointers to copyrighted material. Individuals who wish copies may contact me at erebmann@fairbanks.k12.oh.us

**Learning Guide**

<table>
<thead>
<tr>
<th>Knowledge and Skills Needed by Students</th>
<th>Scaffold/Materials/Lessons From Teachers</th>
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<tbody>
<tr>
<td>Scripting, storyboarding, videography, and non-linear editing</td>
<td>Scaffold – Completed Basic Skill Inventory for these Items.</td>
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<tr>
<td>Process, elements and narrative techniques of documentary film-making</td>
<td>Assignment Packet 5 and Class/Group Lessons within Project</td>
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<tr>
<td>Building a documentary from 1.) research and 2.) multiple group materials</td>
<td>Packet 5 and Class/Group Lessons within Project</td>
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<tr>
<td>Researching, analyzing information and media and developing a film with a viewpoint.</td>
<td>Packet 5 and Class/Group Lessons within Project</td>
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Relevant aspects of Chinese history and contemporary Chinese social, political and economic cultures.

Managing a project divided into many parts and working groups to include working with management tools.

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<th>Reflection Methods</th>
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### Schedule

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Note: Two additional weeks are available if necessary prior to finals. Using this time would eliminate the music video project. To make use of this time, the class would need to make a presentation convincing the
Producer that the extra time would markedly improve learning and product. The request must be made no later than the first day of Week 4.

Reading Background

Students will develop specific sources as they conduct research.


"Introducing the Pearl River Delta” Hong Kong Trader. Web. 02 Apr. 2011.

<http://www.hktrader.net/200309/prd>.


<http://www.ingentaconnect.com/content/routledg/cjcc/2008/00000017/00000057/art00007>.


**Standards - Ohio**

**Art**

**A2 – Creative Expression and Communication**
create artworks that demonstrate understanding of materials, processes, tools, media, techniques and technology
understand how to use art elements, principles, and images to communicate their ideas in a variety of visual forms

**Technology**

**T2 – Technology and Society Interaction**
Benchmark B: Demonstrate the relationship among people, technology and the environment.
Benchmark D: Analyze ethical and legal technology issues and formulate solutions and strategies that foster responsible technology usage.

**T3 – Technology for Productivity Applications**
Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models

**T4 - Technology and Communication Applications**
Benchmark A: Apply appropriate communication design principles in published and presented projects.

**T5 – Technology and Information Literacy**
Benchmark A: Determine and apply an evaluative process to all information sources chosen for a project.
Benchmark B: Apply a research process model to conduct research and meet
information needs

**Benchmark C:** Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

**Benchmark D:** Evaluate choices of electronic resources and determine their strengths and limitations.

**Language Arts**

- E – ITP1 – Informational, Technical and Persuasive Text Standard
  - Benchmarks A - C
- E – WAS
  - Benchmarks B, C, D, E
- E – WPS – Writing Process Standard
  - Benchmarks A - C
- E – WCS – Writing Convention Standard
  - Benchmarks A - C

**Social Studies Curriculum**

- **Modern World History**
  - **Historical Thinking and Skills**
    - Content Statements 2 and 4
  - **Globalization**
    - Content Statements 28 and 29
- **Global Economy**
  - **Economics and Financial Literacy**
    - Content Statements 9 and 10
- **Contemporary World Issues**
  - **Sustainability**
    - Content Statements 11 – 13
  - **Technology**
    - Content Statements 14 and 15
  - **The Global Economy**
    - Content Statements 19 – 22
- **World Geography**
  - **Spatial Thinking and Skills**
    - Content Statements 1 and 2
  - **Environment and Society**
    - Content Statements 3 - 7
  - **Movement**
    - Content Statements 8 - 10
  - **Region**
    - Content Statements 11 - 14
  - **Human Settlement**
    - Content Statements 15 - 16
  - **Globalizations**
    - Content Statements 17 - 19