

China - TIP Plan Spring 2011
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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.

<http://www.telegraph.co.uk/news/worldnews/asia/china/8278315/China-to-create-largest-mega-city-in-the-world-with-42-million-people.html>

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 our 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 are 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 iMovie09 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 Filmmaker

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
 Assignment
 Team and Group Management
 Packet 1 – Project Product and Process
 Packet 2 – China Then and Now
 Packet 3 – Pearl River Delta
 Packet 4 – Concepts of the City and Urbanization
 Packet 5 – Documentary Process and Tools

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

Learning Guide

Knowledge and Skills Needed by Students	Scaffold/Materials/Lessons From Teachers
Scripting, storyboarding, videography, and non-linear editing	Scaffold – Completed Basic Skill Inventory for these Items.
Process, elements and narrative techniques of documentary film-making	Assignment Packet 5 and Class/Group Lessons within Project
Building a documentary from 1.) research and 2.) multiple group materials	Packet 5 and Class/Group Lessons within Project
Researching, analyzing information and media and developing a film with a viewpoint.	Packet 5 and Class/Group Lessons within Project

Relevant aspects of Chinese history and contemporary Chinese social, political and economic cultures.	Packets 2 - 4 and Class/Group Lessons within Project
Managing a project divided into many parts and working groups to include working with management tools.	Scaffold – group film making Team and Group Management

Reflection Methods

Journal, Class and Group Process Review, and Survey.

Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Week 1				
Introduction to project and process. (Packet No. 1)	China: Then and Now (Packet No. 2)	The Pearl River Delta (Packet No. 3)	The Pearl River Delta	Concepts of the City (Packet No. 4) Online Test
Week 2				
Documentary Process and Tools (Packet No. 5)	Class/Group Meetings Project definition Script scope Group assignments Packet No. 6 Journal Posting	Group Work Journal Posting	Group Work Journal Posting	Group work Journal posting Team report Notes due Group script and media ideas due
Week 3				
Full Team meeting Oral Group Reports Project and content assessment	Team and Group meetings Film definition/Paper cut Schedule set Group assignments	Group work Journal posting	Group work Journal posting	Group work Journal posting Team report Notes due Media posted
Week 4				
Full Team meeting Oral Group Reports Project and content assessment	Team and Group meetings Rough cut Schedule set Group assignments	Group work Journal posting	Group work Journal posting	Group work Journal posting
Week 5				
Full Team meeting Oral Group Reports Project and content assessment	Final edit	Final Edit	Distribute	Presentation

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.

Argentini, Paul. *Elements of Style for Screenwriters*. New York: Lone Eagle Publishing, 1998. Print.

Bennett, Joe. *Where Underpants Come from*. New York: Overlook Press 2008. Print.

Chang, T. C. "Place, Memory and Identity: Imagining New Asia." *Asia Pacific Viewpoint*. *Asia Pacific Viewpoint* 46.3 (2015): 247-53. *Wiley Online Library*. Web. 03 Apr. 2011.

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Chung, Him. "The Planning of 'Villages in the City' in Shenzhen, China: the Significance of the New State-led approach." *International Planning Studies* Vol 14, No 3, 253 - 273, August 2009.

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Fenby, Jonathan. *Modern China: the Fall and Rise of a Great Power, 1850 to the Present*. New York: Ecco, 2008. Print.

Hampe, Barry. *Making Documentary Film and Videos*. New York: Henry Holt & Company, 2007. Print.

Hessler, Peter. *Oracle Bones: A Journey Between China's Past and Present*. New York: HarperCollins, 2006

Him, Chung. "The Planning of 'Villages in the City' in Shenzhen, China: the Significance of the New State-led Approach." *International Planning Studies* 14.3 (2009): 253-73. Print.

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

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

Koolhaas, Rem, and Stefano Boeri. *Mutations: Harvard Project on the City*. Barcelona: ACTAR, 2001. Print.

Lee, Leo Ou-fan. *City between Worlds: My Hong Kong*. Cambridge, MA: Harvard UP, 2008. Print.

Lui, Xinmin. "In 'Place' Construction: Innovative Reworking of Fiction in Recent C..." *Journal of Contemporary China* 17.57 (2008): 699-716. *Ingentaconnect Home*. Web. 05 Apr. 2011.

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

"Map of the Pearl River Delta." *JohoMaps*. Web. 04 Apr. 2011.

<<http://www.johomaps.com/as/china/guangdong/pearldelta.html>>.

McGray, Douglas. "Pop-Up Cities: China Builds a Bright Green Metropolis." *Wired*. Wired Magazine,

2005. Web. 3 Apr. 2011. <http://www.wired.com/wired/archive/15.05/feat_popup.html>.

Saunders, Doug. *Arrival City: How the Largest Migration in History Is Reshaping Our World*. New York:

Pantheon, 2010. Print.

Wikipedia, the Free Encyclopedia. Pearl River

Delta, http://en.wikipedia.org/wiki/Pearl_River_Delta Wikipedia Internet April 1, 2011.

Wu, Fulong, Neo-urbanism in the making under China's market transition. *City* vol 13, No.4, December 2009

Yang, Lina. China's Ambitions for Pearl River Delta region by 2020. *China View* 2009-1-

08 http://news.xinhuanet.com/english/2009-01/08/content_10624936.htm Internet April 3, 2011

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

15 - 16

Globalizations

Content Statements 17 - 19