

Migration & Settler Narrative & Film



Project

In our collaborative unit with English 9, Social Studies 9 and Independent Studies 9, you will be researching your ancestor's migration and settler history. You will find out about what drew your ancestors to live in Canada and how this narrative is significant to your life today. Then, you will create your own mini film documentary that we will showcase in front of an audience.

Process:

- Understand what a film is and how it's different from other pieces of narrative expression.
- Find out who was the first person from your ancestors to settle in Canada and why they migrated to Canada. (If you choose to interview anyone, please record (notes or otherwise) after you have asked them for **permission** to publish their answers.)
- Find artefacts (such as photos) and other information about the migration history of your family.
- Identify the homeland and larger immigrant group your ancestors would be a part of. Be as specific as necessary: eg. Filipino-Chinese Canadians from Philippines, Chinese Canadians from Hong Kong, Indo-Canadians from India, Indo-Canadians from England.*
- Gather reliable and appropriate research about the experience of your family's larger immigrant group (Research Note Sheet)*
- Create an **Annotated Bibliography** that justifies your reasoning and explanation of your chosen resources*
- Tell the story of your family along with the common and historical experience of the larger immigrant group.**
- Complete the brainstorming and research sheets below and add any specific details.
- Using all of your notes, fill out the story map in detail.
- Choose the order in which you will address the elements of your story map. Making sure you have included the elements of a film narrative.
- Answer the question in paragraph form: What is the importance of sharing ancestral and generational narratives? Support your opinion with evidence that you found while making this film.

Deadlines:

Artefacts	<u>On going</u>	Story Map	<u>Tues February 25th</u>
Video Analysis	<u>February 7th & 19th</u>	Annotated Bib.	<u>Friday March 6th</u>
Research Notes	<u>February 19th</u>	Film Deadline	<u>Friday March 6th</u>
Brainstorm	<u>Friday February 21st</u>	Film Showcase	<u>April 6th and 7th</u>

Criteria for English:

- Homework: Artefact
- Homework Video Analysis
- Brainstorm
- Story map
- Paragraph on Significance
- Self Evaluation & Reflection

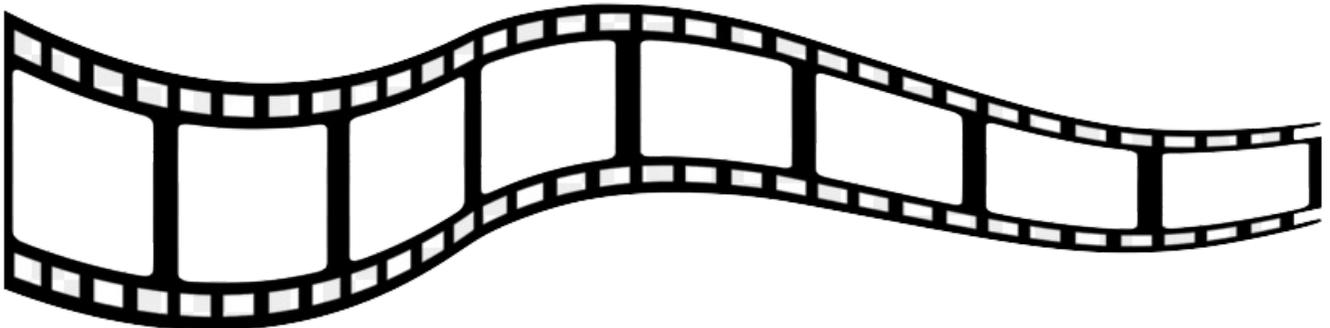
Criteria for Social Studies/ Independent Studies:

- Research Peer Evaluation
- Brainstorm Sheet
- Research Note Page
- Annotated Bibliography

Editing Goals: March 2, 4, 6

during Social Studies 9, English 9 and Independent Studies blocks

1. Gather and organize all files in a timeline -based on story map (2 blocks)
 - a. Make a list of things you still might need
2. Adding B-Roll footage (2 blocks)
3. Adding all audio files (1 block)
4. Adding music overlay and text overlay (1 block)
5. Polishing and Exporting Files (1 block)
6. Testing out on project, the audio and final touches (1 block)



REMEMBER, Film Narratives require:

- ★ **PURPOSE:** what is the purpose of telling a narrative about the first person in your ancestry to migrate to Canada? What is your main message? How do you pull emotions through your narrative?
 - **Tone**
 - **Music**
 - **Pace:** your voice and your events should be at an even pace, so that the viewers do not feel like it was a rush throughout. Documentaries tend to have a slower pace.
 - **Film Techniques** (use notes from Independent Studies)

- ★ **SYMBOLISM:** film narratives include **artefacts** that have meaning towards the story. They lead the direction of the narrative in the film and contribute to the purpose of the film.

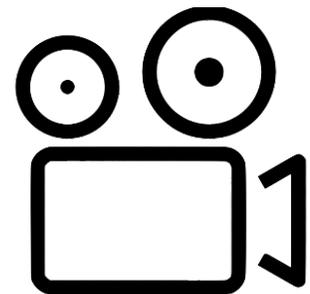
- ★ **STRUCTURE & FOCUS:** the story considers the most important aspects of the event (3 Aspects) Include all three and have an in-depth focus on one/two of these parts. Lastly, your structure should include a conclusion
 - **Beginning** & Reasons of Migration
 - **Middle** & Experience of Migration/New Home
 - **Today** & Connection to identity and self. The intertwining of various cultures and traditions.
 - **Conclusion** ends with satisfaction or closure

- ★ **STYLE:**
<https://nofilmschool.com/2015/09/nichols-6-modes-documentary-can-help-expand-your-storytelling>

- ★ **VOICE:** your commentary should be about the person's experience as well as your own. (first person point of view)

- ★ **REFLECTION:** thoughts and feelings are revealed in order to excite the empathy of the reader. Remember that this narrative should connect to both you as a writer and to your audience.

- ★ **LENGTH:** the film will be a maximum of 3 minutes long. You do not need to be speaking for the whole 3-5 minutes.



Brainstorm & Research

Personal Information	
Full name:	
Birthdate:	Place of Birth:
Places lived:	Education:
Jobs held:	Family members (names, relations)
Hobbies:	Appearance (fill this in on your own)
Homeland & Larger Immigrant Group:	
Research Notes:	
<p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> • <i>What was life like for your family's homeland & larger immigrant group?</i> • <i>How did the Social, Economic, Religious, Cultural, Political conditions affect your immigrant group?</i> • <i>What were the push and pull factors of your immigrant group that influenced their immigration?</i> • <i>What were some of the experiences of your immigrant during their travels (immigration) to their new country/location</i> • <i>How was your immigrant group received by the host country?</i> • <i>What were some of the experiences of your immigrant group adjusting to their new home?</i> • <i>What kinds of policies and organizations (both past and present) are targeted at immigrant groups and what is their effect/impact? Think about historical wrongs, apologies/reparations.</i> • <i>How did the arrival of new groups of immigrants affect Canadian identity?</i> 	
Social Conditions:	Economic Conditions:
Cultural Conditions:	Religious Conditions:
Political Conditions:	

Push Factor:

Pull Factors:

Experiences During Travel to New Country (immigration):

Experiences Adjusting to New Country:

What are policies and organizations (both past and present) that are targeted at immigrant groups and what is their effect/impact? Think about historical wrongs, apologies/reparations.

What other questions do you have about the larger immigrant group that your family is a part of? (list minimum 3 questions)

Summary of the Migrant Story: (in point form, tell what happened)

Guiding Questions:

- What type of culture and generation did they grow up in?
- Why did they move and settle in Canada?
- What changed when they came to Canada? (ie: Did their job change?, How about their traditions?)
- Do they call themselves "Canadian" ?
- Were they happy in their home country?
- What did they do for a living?

Setting: (What is the setting of your film?
What sort of senses do you want to evoke
from your audience?)

People Involved: (Find out their name and
describe them: appearance, character,
characteristic actions or phrases)

Sight:
Sound:
Touch:
Smell:
Taste:

How does this story affect you (present and future)? What is your main message to your audience?

THIS STORY IS IMPORTANT BECAUSE...

MY PURPOSE IS... /MY MESSAGE IS..

What is something you cannot forget about the knowledge of your ancestry?	What do you want your audience to feel or believe after watching your film? (Be specific!)

What artefacts will you be using?	How will you represent these artefacts ? What do they symbolize?

Connection to self

Guiding Questions:

- *How does this migration story and research affect you?*
- *Do you call yourself Canadian?*
- *How has your ancestor's culture intertwined with your identity now?*
- *What is something you cannot forget about the knowledge of your ancestry?*

Further Questions: List below questions and answers from your research on narrative and migration that wasn't included above. (Aim for at least 3)

Family Memoir Story Map

On a separate piece of paper please create a visual story map of your film. (You may do it digitally or on paper)

Here are some examples of a story map template:



Map your big ideas, leave room to revise and play around with other elements of narrative and film.

Make sure to include:

- BIG Ideas
- Photo/Drawing
- Details of the narrative that will be happening
- What type of style you will be using for the film in that moment (ex: portrait shot)
- Plot: setting, beginning, conclusion of the film
- Narration -what will you be talking about during this moment?

Significance

On a separate piece of paper please respond to this reflection question.

What is the importance of sharing ancestral and generational narratives? Support your opinion with evidence that you found while making this film.

Self Evaluation

On a separate piece of paper please take a look at the rubric below. For each category, respond to how you think you did within that category. Then answer these questions: What are the challenges you faced? How have you grown as a filmmaker? What ways can you improve?

SS Migration Rubric

	Emerging	Developing	Proficient	Extending
Gathering/Organizing Research & Evidence (Note Sheet)	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to identify reliable, appropriate and accurate historical evidence to explain larger immigration narrative <input type="checkbox"/> Notes are not in written in own words 	<ul style="list-style-type: none"> <input type="checkbox"/> Gathers & identifies reliable, appropriate and accurate historical evidence to explain larger immigration narrative <input type="checkbox"/> Notes are somewhat paraphrased 	<ul style="list-style-type: none"> <input type="checkbox"/> Thoughtfully gathers & summarizes reliable, appropriate and accurate historical evidence to explain larger immigration narrative <input type="checkbox"/> Notes written in own words 	<ul style="list-style-type: none"> <input type="checkbox"/> Thoughtfully gathers & synthesizes reliable, appropriate and accurate historical evidence to explain larger immigration narrative <input type="checkbox"/> Notes written in own words, extends beyond research with big ideas <input type="checkbox"/> Identifies relevant and accurate main ideas and details.
Justification of Evidence (Annotated Bibliography) <i>Each chosen source is assessed using the CRAAP test with a paragraph rationale and is accurately cited</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation is present but may not include sufficient detail/examples that fully consider the aspects of CRAAP <input type="checkbox"/> Some or many citations not formatted accurately 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete evaluation that considers the aspects of CRAAP <input type="checkbox"/> Citations mostly accurate 	<ul style="list-style-type: none"> <input type="checkbox"/> Concise and full evaluation of a variety of aspects of CRAAP <input type="checkbox"/> Accurate citations 	<ul style="list-style-type: none"> <input type="checkbox"/> Concise and full evaluation (with numerous well-chosen examples for rationale of chosen sources) consideration of a variety of aspects of CRAAP <input type="checkbox"/> Accurate citations
Critical Thinking (The Final Film) <i>Critical thinking in relation to guiding research questions</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies surface level details regarding immigrant experience (pushes, pulls, travel, success, challenges) from the past of one immigrant group. Some of the above factors may be missing or incomplete <input type="checkbox"/> Identifies Canadian policies and factors that affect the immigrant experience. Some examples/connections might be incomplete or do not fully relate to immigrant group. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the immigrant experience (pushes, pulls, travel, success, challenges) from the past of one immigrant group <input type="checkbox"/> Identifies Canadian policies and factors that affect the immigrant experience 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows an understanding how the immigrant experience (pushes, pulls, travel, success, challenges) compares across time of one immigrant group across time (past and present) <input type="checkbox"/> identifies a variety of Canadian policies and factors that affect the immigrant experience 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows a clear and full understanding of how the immigrant experience (pushes, pulls, travel, success, challenges) compares across time of one immigrant group across time (past and present) <input type="checkbox"/> Critically assesses how Canadian policies or local communities affect the experience of immigrants (eg. discriminatory policies, historical wrongs, attitudes, apology and reparation, support organizations/programs)

Film Narrative EN Rubric

	Emerging	Developing	Proficient	Extending
<p>Purpose and Focus <i>Thoroughly understands the specific messages and purposes of a wide variety of text</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Knows that there is a purpose and significance of telling a migration story <input type="checkbox"/> Includes one of the aspects of the migration story 	<ul style="list-style-type: none"> <input type="checkbox"/> Knows that there is a purpose and significance of telling a migration story <input type="checkbox"/> Included some aspects of migration story and has an focused in on one of these aspects in their film 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands the significance and purpose of telling a narrative of migration and shows this through their tone choice, and film techniques <input type="checkbox"/> Included all 3 aspects of the migration story and has an in depth focus on one of these aspects in their film 	<ul style="list-style-type: none"> <input type="checkbox"/> Thoroughly the significance and purpose of telling a narrative of migration and shows this through their tone choice, and film techniques <input type="checkbox"/> Included all 3 aspects of the migration story and has an in depth focus on one of these aspects in their film
<p>Narrative Style <i>Critically evaluates the impact of textual elements on the audience)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understands that there is an audience and chooses a style <input type="checkbox"/> Has a conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands that there is an audience of their film, and intentionally chooses style that fits both their narrative and their purpose of their film. <input type="checkbox"/> Has a conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the audience of their film, and intentionally chooses style that fits both their narrative and their purpose of their film. <input type="checkbox"/> Has a conclusion and message for their audience 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the audience of their film, and intentionally chooses a consistent style that fits both their narrative and their purpose of their film. <input type="checkbox"/> Has a clear conclusion and message for their audience
<p>Voice & Connection to Self <i>Responds to texts by making meaningful connections which enrich understanding</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Can make simple connections of their ancestor's migration to their life today 	<ul style="list-style-type: none"> <input type="checkbox"/> Can make simple connections of their ancestor's migration to their life today and their own cultures and traditions <input type="checkbox"/> Shows a connection in the film 	<ul style="list-style-type: none"> <input type="checkbox"/> Can make connections of their ancestor's migration to their life today and their own cultures and traditions <input type="checkbox"/> Demonstrates these connections in the film 	<ul style="list-style-type: none"> <input type="checkbox"/> Can make meaningful connections of their ancestor's migration to their life today and their own cultures and traditions <input type="checkbox"/> Demonstrates these connections consistently throughout the film
<p>Symbolism <i>Thoughtfully and creatively uses forms and genres for clear purposes</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> An artefact is included in their film and shows some purpose to the narrative 	<ul style="list-style-type: none"> <input type="checkbox"/> An artefact is included in their film and shows some purpose to the narrative 	<ul style="list-style-type: none"> <input type="checkbox"/> One artefact is included in their film and have and in depth direction and purpose to the narrative 	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple artefacts are included in their film and have an in depth direction and purpose to the narrative

Significance Paragraph EN Rubric

	Emerging	Developing	Proficient	Extending
<p>Purpose & Significance <i>Thoroughly understands the specific messages and purposes of a wide variety of text</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Knows that there is a purpose and significance of telling a migration story 	<ul style="list-style-type: none"> <input type="checkbox"/> Knows that there is a purpose and significance of telling a migration story 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands the significance and purpose of telling a narrative of migration and shows this through their tone choice, and film techniques 	<ul style="list-style-type: none"> <input type="checkbox"/> Thoroughly understands the significance of telling a narrative
<p>Structure & Evidence <i>Demonstrates excellent structure, style and incorporation of evidence</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> With support and scaffolding, is working towards structured and supported writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Working towards clear structure, style and use of evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates clear structure, style and use of evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates excellent structure, style and incorporation of evidence
<p>Grammar and Spelling <i>Consistently edits writing to improve clarity, impact and effectiveness</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Edits with teacher/peer support to improve organization and grammar <input type="checkbox"/> With support, can identify errors in grammar and spelling 	<ul style="list-style-type: none"> <input type="checkbox"/> Edits with teacher/peer support to improve clarity <input type="checkbox"/> Working toward identifying errors in grammar and spelling that distract the reader 	<ul style="list-style-type: none"> <input type="checkbox"/> Edits writing to improve clarity and impact <input type="checkbox"/> Clear grammatical and writing conventions 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently edits writing to improve clarity, impact and effectiveness <input type="checkbox"/> Effective use of grammatical and writing conventions