Clip the Claim

Overview: Students watch a short-form documentary and use the graphic organizer below to analyze the filmmaker's argument.

Instructions:

- Identify a documentary* you would like to use within your current unit and add/modify the questions below to best fit your students & the chosen film.
- Play the documentary for the class, or assign it as homework if using a flipped classroom approach. Students will need direct access to the documentary to be able to complete the activity.
- Then, share the graphic organizer with students below as a Google doc and have students complete the graphic organizer based on the information they can find in the documentary.

Why this works: Identifying the filmmaker's central claim in a documentary asks students to synthesize information they consumed in the documentary to better understand both the content and its central thesis. By describing and screenshotting/timestamping the evidence the filmmaker uses to support that claim, students will practice citing text evidence and evaluating the b

Student Instructions:

lilyPD
Grab-N-Go

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Task: Identify the central claim of the documentary you watched in class. Then, identify and explain at least three pieces of evidence that support that claim. For each piece of evidence:

- Describe the evidence
- Add a screenshot from the documentary that best supports your response.
- Include an approximate time stamp for the clip or moment you reference (for example, *5:30-5:45*).

Summarize the documentary's central claim in the box below:

	Describe the evidence/scene:	**How does this piece of evidence or scene support the central claim?**	**Screenshot(s) of scene:**	**Approximate time stamp(s):**
Evidence #1:				
Evidence #2:				
Evidence #3:				