

# Lights, Camera, Action: Perseverance!

## Overview

Lights! Camera! Action!

A highly acclaimed director in Hollywood is in the beginning stages of creating a documentary that is already rumored to become the best documentary of the year. Tentatively entitled *Perseverance*, the movie is about a person who has to overcome a multitude of obstacles to successfully achieve his or her dreams. The director has asked you to be the film's producer and has given you materials to research, analyze, and review to better understand his vision for the movie. The director has narrowed his list of resources down to five choices and will be contacting you for your review and input.

In order to fully prepare yourself for this position, you will have to read, analyze and compare non-fiction resources to research a variety of people who overcame hardships in their lives and accomplished unforeseen successes. To successfully complete this project, you will need to complete all of the tasks so that you can recommend whose story should be included in *Perseverance*.

## Task Directions

1. Read all directions and project requirements.
2. Read all included materials, and access all multimedia components.
3. Complete all activities in tasks 1-4.
4. Complete the culminating activity: a formal film proposal.

All tasks will be scored.

EC #	EC Statement	Study Resources (for students)
LN 1.1.3		<a href="http://johnwatsonsite.com/MyClassNotes/Topics/NonFiction/Non-FictionTechs.html">http://johnwatsonsite.com/MyClassNotes/Topics/NonFiction/Non-FictionTechs.html</a> <a href="http://www.dorothywall.com/writing-nonfiction-tech.html">http://www.dorothywall.com/writing-nonfiction-tech.html</a>
LN 1.2.1		<a href="http://dictionary.reference.com/browse/synonym?s=t">http://dictionary.reference.com/browse/synonym?s=t</a> <a href="http://dictionary.reference.com/browse/antonym?s=t">http://dictionary.reference.com/browse/antonym?s=t</a>
LN 1.2.4		<a href="http://www.eng.fju.edu.tw/English_Literature/terms/denotation.htm">http://www.eng.fju.edu.tw/English_Literature/terms/denotation.htm</a>
LN 1.3.2		<a href="http://www.pdesas.org/module/content/resources/441/view.ashx">http://www.pdesas.org/module/content/resources/441/view.ashx</a>
LN 1.3.3		<a href="http://homeworktips.about.com/od/essaywriting/ss/venn.htm">http://homeworktips.about.com/od/essaywriting/ss/venn.htm</a>
LN 2.1.1		<a href="http://www.readingrockets.org/strategies/inference">http://www.readingrockets.org/strategies/inference</a> <a href="http://www.brainpopjr.com/readingandwriting/comprehension/makeinferences/preview.weml">http://www.brainpopjr.com/readingandwriting/comprehension/makeinferences/preview.weml</a> <a href="http://mhschool.com/lead_21/grade4/ccslh_g4_ri_2_1a.html">http://mhschool.com/lead_21/grade4/ccslh_g4_ri_2_1a.html</a>
LN 2.1.2		<a href="http://learnzillion.com/lessons/669-cite-evidence-from-the-text-in-your-own-words">http://learnzillion.com/lessons/669-cite-evidence-from-the-text-in-your-own-words</a> <a href="http://learni.st/learnings/33126-inferences-worksheets-reading-worksheets">http://learni.st/learnings/33126-inferences-worksheets-reading-worksheets</a>
LN 2.2.3		<a href="http://www.readwritethink.org/files/resources/printouts/DoubleEntry.pdf">http://www.readwritethink.org/files/resources/printouts/DoubleEntry.pdf</a> <a href="http://www.readwritethink.org/files/resources/printouts/MakingConnections.pdf">http://www.readwritethink.org/files/resources/printouts/MakingConnections.pdf</a>
LN 2.3.1		<a href="http://www.pdesas.org/module/content/resources/5246/view.ashx">http://www.pdesas.org/module/content/resources/5246/view.ashx</a>
LN 2.3.2		<a href="http://www.pdesas.org/module/content/resources/6662/view.ashx">http://www.pdesas.org/module/content/resources/6662/view.ashx</a>
LN 2.3.3		<a href="http://www.pdesas.org/module/content/resources/6726/view.ashx">http://www.pdesas.org/module/content/resources/6726/view.ashx</a>
LN 2.3.4		<a href="http://www.pdesas.org/module/content/resources/26522/view.ashx">http://www.pdesas.org/module/content/resources/26522/view.ashx</a>
LN 2.3.5		<a href="https://docs.google.com/presentation/d/1Y78_ItC-EYpuVXe5klmK0GAMix5BRT_-U5QvvnqG33s/embed?slide=id.i0">https://docs.google.com/presentation/d/1Y78_ItC-EYpuVXe5klmK0GAMix5BRT_-U5QvvnqG33s/embed?slide=id.i0</a> <a href="http://www.pdesas.org/module/content/resources/26537/view.ashx">http://www.pdesas.org/module/content/resources/26537/view.ashx</a>
LN 2.3.6		<a href="http://www.pdesas.org/module/content/resources/403/view.ashx">http://www.pdesas.org/module/content/resources/403/view.ashx</a> <a href="http://www.pdesas.org/module/content/resources/26524/view.ashx">http://www.pdesas.org/module/content/resources/26524/view.ashx</a>
LN 2.4.4		<a href="http://www.hammond.k12.in.us/icle_reading/6%20CTE%20Reading%20Tips/9%20CTE%20Reading%20Tip%20Graphs%20etc..pdf">http://www.hammond.k12.in.us/icle_reading/6%20CTE%20Reading%20Tips/9%20CTE%20Reading%20Tip%20Graphs%20etc..pdf</a>
LN 2.4.5		<a href="http://www.eduplace.com/ss/hmss/ca/skills/timeline.html">http://www.eduplace.com/ss/hmss/ca/skills/timeline.html</a>
LN 2.5.2		<a href="http://www.pdesas.org/module/content/resources/443/view.ashx">http://www.pdesas.org/module/content/resources/443/view.ashx</a>
LN 2.5.4		<a href="http://www.pdesas.org/module/content/resources/26538/view.ashx">http://www.pdesas.org/module/content/resources/26538/view.ashx</a>
LN 2.5.5		<a href="http://library.thinkquest.org/C0111500/proptech.htm">http://library.thinkquest.org/C0111500/proptech.htm</a>
LN 2.5.6		<a href="http://www.pdesas.org/module/content/resources/5241/view.ashx">http://www.pdesas.org/module/content/resources/5241/view.ashx</a> <a href="http://www.readwritethink.org/files/resources/lesson-docs/CloseReadingPlanningSheet.pdf">http://www.readwritethink.org/files/resources/lesson-docs/CloseReadingPlanningSheet.pdf</a> <a href="http://www.readwritethink.org/files/resources/lesson-docs/SampleQuestions.pdf">http://www.readwritethink.org/files/resources/lesson-docs/SampleQuestions.pdf</a>

## Task 1: Defining Perseverance

The director wants to be sure you have a firm understanding of the concept of *perseverance*. To do this, he has sent you a recent news story exhibiting one man's perseverance in a near-death situation. You must analyze the account to be sure that you understand the director's vision.

### Activity 1 – Search for the meaning

What is the dictionary definition of *perseverance*?

### Activity 2 – Search through the news

To help you build background for the screenplay, the director would like you to read this [article](#).

**Fill in the blanks.** After reading the article, read the summary below. Your job is to fill in the blanks with the correct answers.

Harrison Odjegba Okene  was inside a sunken tugboat for nearly  days in the Atlantic Ocean. Okene survived by sipping on a single bottle of  and breathing a limited supply of oxygen while trapped in an . Okene, the boat's cook, was the only  of the twelve-man crew. A diver, looking to  bodies, found Okene and safely brought him to the surface.

### Activity 3 – Prove it

After reading the above article, find four specific examples from the article that provide evidence of how Okene demonstrated perseverance.

## Task 2: Exploring Perseverance in Science

The director is interested in looking at perseverance in the scientific world. He is especially interested in exploring the story of several doctors who have opposing views regarding a possible cure for rabies, a disease that until recently has been thought of as 100% fatal. He asks you to read an article about the accomplishments of these doctors and their opposing views. He would like you to report back to him about these doctors and how they have shown perseverance in their work.

To help you build background for the screenplay, the director would like you to read the following [article](#) and listen to the [podcast](#).

*Remember: Non-fiction is factual material; authors rely on research, first-hand accounts, and primary source documents to convey understandings of various topics and ideas.*

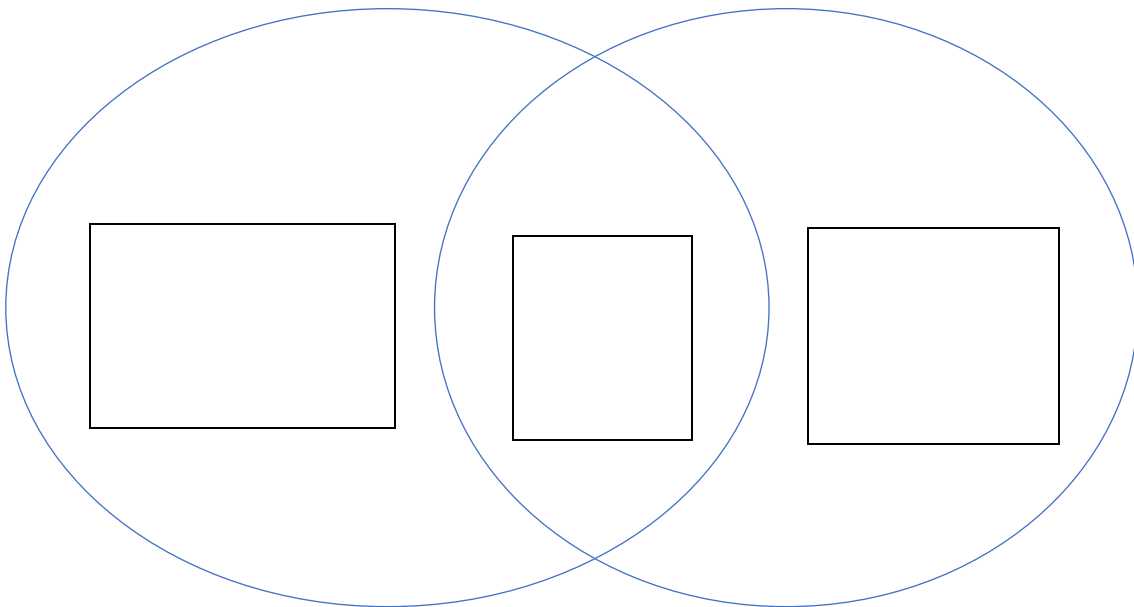
## Activity 1 – Organize your thoughts

To prepare for your meeting with the director, it is important to organize your thoughts. Use the Venn diagram below to prepare for your proposal. You must list the important information that would be featured in the film, including the doctors' motivations, goals and beliefs.

- *Venn diagram: A graphic organizer in which you place similarities between the subjects in the middle, overlapping area, and differences in the outside sections of the circle.*
- *motivations: What makes them keep pushing for their final goal?*
- *goals: What is the object of their ambitions?*
- *beliefs: What do they think is true, in regard to their scientific work?*

**Dr. Willoughby**

**Drs. Wilde & Hemachudha**



## Activity 2 – Consider both sides

Anytime you read, it is important to consider if the writer is showing bias.\*\* As a producer, it is your job to evaluate your sources for bias. Analyze the article, Undead: The Rabies Virus Remains a Medical Mystery, and determine if there is bias.

The director has given you three specific questions he expects you to answer at the meeting. To prepare for this meeting, answer each of the following questions using specific information from the text to support your answer.

- Do the authors offer a balanced viewpoint of Willoughby's novel treatment for rabies?

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- What evidence from the article supports your response?

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## Activity 3 – Find the lies

The director wants to highlight several of the dead-end cures explored by earlier doctors in the fight against rabies. The director feels certain that an audience would be really surprised by this information. Click the arrows to move through the timeline included in the article. Choose three of the falsehoods about rabies to possibly include in the movie commercial or preview.

	Falsehood found in the timeline
1.	
2.	
3.	



## Task 3: Exploring Perseverance in Every-Day Life

While taking a coffee break at a local shop, you hear people talking about a man named Kyle Maynard. Less than a minute later, you get a call from the director. "I keep hearing about a guy named Kyle Maynard. Check him out. I want you to learn all you can about him. I am thinking about including him in this documentary. I need this information right away."

### Activity 1 – Meet Kyle: Nothing is impossible

To get to know Kyle, watch *Kyle's Speaking Intro* [video](#). At the beginning of the video, notice the Muhammad Ali poster behind him (0:05) that states "Impossible is Nothing."

After watching the video, make a list of 7-10 ways in which Kyle illustrates this motto on a regular basis.

### Activity 2 – Explore Kyle's pursuit of "normalcy"

Read Kyle's biography featured on his official [website](#). In his biography, Kyle Maynard tells the reader: "Know your limits, but never stop trying to break them." Provide three examples from the text that illustrates how he exceeded his limits.



### Activity 3 – Change a habit

You read an article on Kyle Maynard and watched a video.

Now read the quote below taken from a 2017 article:

"I've obsessively studied psychology and philosophy but ultimately you have to get out of your own head and find strength somewhere deeper: in your gut. In your heart. Sometimes, ignore the brain: it's wired to help you survive and ask 'what the heck are you doing? This is stupid.'"

In a few sentences explain Kyle's motivation to persevere.

### Activity 4 – Prove it

Should the director include Kyle Maynard in the movie *Perseverance*? Using all of the evidence you have gathered through Kyle's website materials, create a two to three paragraph proposal identifying who the target audience would be if the director selects Kyle's story for the film. Use evidence from your research to support your opinion.

## Task 4: Exploring Perseverance in Civil Rights

In this task, the director wants to look at the stories of civil rights activists who have persevered. The director wants you to reflect on examples of perseverance in relation to civil and personal rights throughout the 20th century.

### Activity 1 – Meet Malala Yousafzai

The director needs your feedback immediately. The first activist you are considering is Malala Yousafzai, a Pakistani woman who has fought for educational equality in the Middle East. First, you must read Malala Yousafzai's speech to the United Nations.

To help you build background on Malala Yousafzai, the director would like you to read the [article](#).

Once you have read Malala Yousafzai's speech, you will need to inform the director of Malala's intended audience, her call to action, and the affected group. Write your responses in the boxes below.

**Message 1** Speaker's Audience:

**Message 2** Speaker's Call to Action:

**Message 3** Affected Group:

## Activity 2 – Meet Nelson Mandela

The director has now sent you a speech from civil rights activist Nelson Mandela. Mandela can be described as a peaceful, non-violent activist who worked to end racial separation in South Africa. The director needs your input on Mandela as soon as possible! Review Nelson Mandela’s speech, “Africa Standing Tall Against Poverty.”

To help you build background on Nelson Mandela, the director would like you to read the [article](#).

Once you have read Nelson Mandela’s speech, you will need to inform the director of Mandela’s intended audience, her call to action, and the affected group. Write your responses in the boxes below.

**Message 1** Speaker’s Audience:

**Message 2** Speaker’s Call to Action:

**Message 3** Affected Group:

### Activity 3 – Steal their style

After reading your messages, the director has decided that he might want to borrow some of the techniques used by civil rights activists. The director wants to focus on persuasive techniques: how a speaker presents his or her ideas. The chart below will help you organize your thoughts for when you present your information to the director.

Directions:

1. Use web resources to find a definition for each of the two persuasive techniques listed below.
2. Look for examples in each of the speeches and include a quote for the techniques listed.
3. If you can find no example, explain why the author may not have used that technique.

<b>Persuasive Techniques</b>	<b>Definition</b>	<b>Examples from Malala Yousafazi's Speech</b>	<b>Examples from Nelson Mandela's Speech</b>
<b>Pathos</b>			
<b>Bias</b>			

*\*\*Pathos – emotional*

#### **Activity 4 – Prove it**

Now that you have thoroughly assessed both Malala Yousafazi's and Nelson Mandela's speeches, the director needs a final opinion on which civil rights activist would be the best fit for a film about perseverance.

If you were to select a civil rights activist for the documentary, would you feature Malala Yousafazi or Nelson Mandela? Write a 5-7 sentence recommendation, including specific textual evidence that supports your recommendation.

## Culminating Project: Exploring your final recommendation

The documentary is a film about perseverance, but with so many stories demonstrating this characteristic, the director is not sure which one to feature. You and the director have considered a man overcoming the odds of survival, doctors pursuing medical advancements, a young man fighting against physical limitations, and two prominent civil rights activists seeking equality. The director has decided to promote this film to teenagers and, as the producer, you must decide which story will best reach this targeted adolescent audience.

### Activity 1 – Describe your audience

One of the first things you should do is consider who will be in your audience.

Answer the following questions with words or phrases to describe the audience.

Give at least three words or phrases for each question.

- What topics most interest teenagers?

- What general beliefs do most teenagers live by?

- What qualities and characteristics do most teenagers admire in others?

## Activity 2 – Choose a story of perseverance

Now that you have considered your audience, it is time to choose a story of perseverance to feature. Based on these characteristics, which individual story would be the biggest box-office hit? Look back through your notes (the questions you have already answered) to help you make a decision.

Name the person whose story you would like to feature and give two to three specific reasons why.

A large, empty rectangular box with a thin black border, intended for the student to write their answer to the prompt above.

### Activity 3 – Create and submit your final proposal to the director

You now need to submit a movie preview proposal to the director with your recommendation for the documentary. Complete the written portion of the chart below to exhibit why the individual you have selected demonstrates perseverance in a way that engages and excites your intended audience.

Title	Setting	Characters
The director is unsure that <i>Perseverance</i> is the best title for this film. Make a suggestion for an alternate title and explain why you feel this may be a better title.	Based on the story you have chosen to tell, what is the setting?	What characters will be in your story? Include a few basic character elements for each character, both physical and personality traits.
Exposition	Climax	Resolution
What internal and external conflicts are the focus of this story?	At what point in the story will your viewers be on the <i>edge of their seats</i> ? What will be most exciting and engaging part of the story?	How will your film end? How are the conflicts resolved?



## Activity 4 – Finalize the proposal

You have reviewed the materials, communicated with the director, planned out the film, and are now almost ready to submit your final proposal. Along with the chart you completed, you need to give the director a written statement of the choices you made and why you believe this will be the best possible way to make this documentary. Write a one paragraph response including all of the following information:

- The title you have chosen
- The story have you chosen to tell
- How this story demonstrates perseverance
- How and why this story is inspiring
- Why you feel your audience will be interested in this story

A large, empty rectangular box with a thin black border, intended for the student to write their one-paragraph response to the activity instructions.

