**Title: Documentary of leader in Georgia between 1877 and 1918.**  
  
**Audience:** 8th grade social studies students  
  
**Purpose:**  
**SS8H7** The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.

**Learning Objectives/Outcomes:**  
Students will be able to explain the contributions of the following by completing a video documentary:

* Booker T. Washington
* W. E. B. DuBois
* John and Lugenia Burns Hope
* Alonzo Herndon.

**Materials:** Resource kit: articles, video, pictures, and audio (of each individual above) , pencil, paper, KIM chart (Key Figure, Important Information, Memory Clue), computers, movie editing software, rubrics for grading (peer/teacher)  
**Step-by-Step Procedure:**

* **Sponge (Do Now):** Students will view the teacher created documentary as an exemplar for the project. Students will be asked to Journal a reflection of what they read and anticipate about the day’s lesson.
* **Activator:** Students will be placed in groups of 4. Each member of the group will be assigned a contributor to explore. These students will then be given 10 seconds to find students who had the same contributor. Using the resource kits, students will compile information about their contributor. They will complete the provided KIM graphic organizer. Within the K-column they will write the important contribution and figure. The I-column will be filled with important facts and information. Finally, the M-column will be used to allow the students to create their own picture, words, etc. that allows them to remember the contribution.
* **Work Period:** Students will return to their original groups. Each student will present their learning to their group members. They will share what they learned and present their portion of the KIM chart. Each of the students within the group will be responsible for filling their own M-column for each figure. They will then create a storyboard for the documentary utilizing each student’s knowledge of their contributor. Finally, the students will create their documentaries using editing software.
* **Closing:** Students will present their documentary to the class. As the students are presenting, the other students will be grading their peers using rubric.

**Assessment Strategies: (Checking for understanding)** The teacher will monitor each group asking probing questions that will guide the students within their learning. Each group will have to present their learning to the teacher before dismissing to their original groups to ensure accuracy of information. Peer rubric grading. Final grading will be complete using a provided rubric.