

Homeland Project

Tobin Herringshaw
The Adelson Educational Campus, Las Vegas

“Love the stranger because you were once strangers”

This project will introduce you to editing in **Adobe Premiere Pro**, while letting you explore a social/historical issue. This issue affected many Jews in the 20th Century and is currently unfolding in Europe today as people from areas of conflict in the Middle East are fleeing and migrating into Europe. You will focus on the three areas of video production: *preproduction*, *production* and *postproduction*, and will form a narrative that has a beginning, middle and end. Ultimately, you will edit together a short film (2-3 minutes) that expresses your ideas and tells a story about what home means to you.

Deliverables

You will have several deliverables throughout this project. Each step will be examined but not all will be graded. Formative assessments will be reviewed and you will receive feedback from peers and the teacher. Summative assessment will be graded by the teacher. Well produced films will have the opportunity to play to an audience for the Jewish Film Festival.

- Raw material in the form of images, video, and audio (formative assessment)
- Script that outlines your film’s narrative structure (formative assessment)
- Voice-over script and recording that will be included in your film (formative assessment)
- Draft of your film edited in Adobe Premiere Pro (formative assessment)
- **Final draft of your film** to hand in (summative assessment)

Procedure

This project will take several steps. Below is a guideline that will help students understand and form a plan to accomplish making this film.

1. Watch *Lilli Tauber - A Suitcase Full of Memories*. Discuss film and what “home” meant for Lilli.
2. Research and discuss the migrant issue occurring today in Europe.
3. Select a main idea for your film and begin sketching out ideas.
4. Research and collect images, sounds, music, video that will form the basis of your video.
5. Write out a beginning, middle and end outline for your film.
6. Write a voice over narration and record it.
7. Revisit your main idea and reflect on the narrative you are creating.
8. Edit your film, revising the narrative as you go.
9. Receive constructive critique from peers and teacher.

10. Edit the final draft and hand in.

The Main Idea

Your film should ultimately speak to the question, “What does it mean to have a homeland?” This does not mean it must answer the question, or answer it directly, but your film should clearly have the concept of homeland within it and should address issues around the idea of a person’s homeland.

You have a few narrative directions to choose from in creating your film that will help you get started. These directions are intended to give you a structure to build off of, including the writing of your script and the research and gathering of media.

1. You can directly speak to the question by answering it for yourself. This option will be more personal, and could include photographs and video of you and your family. The narration would be focused on your telling your story, or your family’s story, and what a homeland means to you and your family.
2. You can reflect on the question by focusing on Lilli Tauber’s story. This option allows you to be less personal, as many of the materials used in your film will be from Centropa’s resources (the website/organization that created the film about Lilli Tauber and many other Jews in the 20th Century). You will still speak for yourself, and not for Lilli, especially in the voice over. This is a good option if Lilli’s story affected you greatly and you want to speak about how it affected you and helps you think about homeland.
3. You can put yourself in the position of the migrants currently seeking asylum and refuge in Europe today. Using news stories, video and photographs, you will reflect on how the movement would affect you, your sense of homeland, and your relationships with people. This option is one that requires you to imagine yourself in the circumstances that are currently happening in Europe, and does not mean you pretend to be one of the migrants in the images and video you research. In effect, you will be creating a piece of historical fiction with you as the main character.
4. This last option is for the adventurous student who has been inspired by Lilli Tauber’s story and the stories of the migrants today in Europe. If you choose this option, it is because you have your own idea for a short film that addresses the question in a unique manner apart from the three above. This option requires that you form the idea enough to communicate it to the teacher before jumping head first into production.

As the project commences, short demonstrations will occur from the teacher on researching, audio recording, video editing, and other aspects of the project. Students who find something that might benefit their peers are encouraged to share links on the class website.

As this project is personal in nature and independent, a greater sense of self-reliance is needed. Students should expect to be challenged, and to be resourceful in solving the challenges when the teacher or peers are not available.

I look forward to seeing what you create!

Timeline

This is the general timeline we will follow, with exceptions being made if necessary.

Monday	09/07/2015	<i>Labor Day</i>	<i>No School</i>
Tuesday	09/08/2015	Intro Project, Watch <i>Lilli Tauber - A Suitcase Full of Memories</i> , Discuss Film	
Wednesday	09/09/2015	Research and Discuss the Migrant issue occurring today in Europe	
Thursday	09/10/2015	Discuss 3 Options (Homeland, Persona, Alternative), Work on project outline and research/gather	
Monday	09/14/2015	<i>Rosh Hashanah</i>	<i>No School</i>
Tuesday	09/15/2015	<i>Rosh Hashanah</i>	<i>No School</i>
Wednesday	09/16/2015	Sketch out film beginning, middle, end, and main idea. Write VO as homework	
Thursday	09/17/2015	Record VO, begin editing film	
Monday	09/21/2015	Edit film	
Tuesday	09/22/2015	Edit film	
Wednesday	09/23/2015	<i>Yom Kippur</i>	<i>No School</i>
Thursday	09/24/2015	Edit film - rough draft film by end of class?	
Monday	09/28/2015	<i>Sukkot</i>	<i>No School</i>
Tuesday	09/29/2015	<i>Sukkot</i>	<i>No School</i>
Wednesday	09/30/2015	Edit final film	
Thursday	10/01/2015	Edit final film, turn in final film	

In addition to class time, you may come in and use the computers during periods 3, 6, and before and after school. Towards the end of September I will stay after school longer for students who wish to work on their films.

Rubric for Final Film

For your final film, you will receive this rubric with notes. The rubric will assess the quality of many aspects of your film, mostly focusing on the narrative and use of materials to create the narrative. Your editing abilities, while assessed, will not be stressed in the assessment.

To be **On Level**, means to be where a student is expected to be at. Many of you will do better than this, so here is how the grading will work:

- 44-38 points = A+
- 37-33 points = A
- 32-28 points = A-
- 27-22 points = B+
- 21-11 points = B
- 10 or below points = discussion and case by case determination (most likely you will be asked to redo or revise your film)

	Excellent (4)	Good (3)	On Level (2)	Below Level (1)
Clarity of Narrative				
Impact of Narrative				
Addresses Homeland Issue				
Quality of Visuals				
Use of Visuals				
Quality of Voice Over				
Quality of Sounds/Music				
Use of Sounds/Music				
Editing				
Creativity/Originality				
Overall Effect of Film				

Resources

Texts:

- Understanding Migration and Asylum in the European Union
<https://www.opensocietyfoundations.org/explainers/understanding-migration-and-asylum-european-union>
- Lilli Tauber Biography
<http://www.centropa.org/biography/lilli-tauber>
- Refugee Crisis: “Love the stranger, because you were once strangers.”
http://www.theguardian.com/commentisfree/2015/sep/06/refugee-crisis-jonathan-sacks-humanitarian-generosity?CMP=share_btn_fb

Films:

- Why refugees choose Germany: An in-depth look <https://youtu.be/DAH6TNRXKU>
- Hungary: Stranded in Budapest <https://youtu.be/KM7P2f5mgn8>
- Hungary: Walking To Austria <https://youtu.be/BLGe96aX9qE>
- Hungary: Train to Nowhere <https://youtu.be/6Ds287uP7lo>
- Austria: An Overwhelming Welcome <https://youtu.be/Yd5ZNpvX15c>
- 'Leadership based on values' <https://youtu.be/Lzp4IBebiEw>
- Lilli Tauber: A Suitcase Full of Memories
http://www.centropa.org/centropa-cinema/lilli-tauber-suitcase-full-memories?subtitle_language
- Kurt Brodmann: The Story of the Brodmann Family
http://www.centropa.org/node/52714?subtitle_language
- Rosa Rosenstein: Living with History
http://www.centropa.org/centropa-cinema/rosa-rosenstein-living-history?subtitle_language