Andrew Jackson Film Festival

Lesson Procedures

**Central Question:**

Were the actions of the Jackson Administration in the best interest of all peoples in America?

**Lesson Goals:**

Students will be able to:

1. Transfer knowledge of the major conflicts and controversies in the Jackson presidency into the culminating activity.
2. Recognize different perspectives on Indian Removal, Nullification, and the Bank War.
3. Analyze perspectives, and make a judgment decision considering the Central Question.
4. Create a visual representation of a certain perspective’s beliefs in response to the CQ.

**Introduction:**

This culminating activity is designed to allow students to demonstrate their understanding of the regional and societal effects of the actions of the Jackson Administration to critically assess whether or not these actions were in the best interest of the peoples in America. In creating their PowerPoint Presentation, movie poster, movie trailer, and individual paper, students are required to synthesize the key ideas from the unit’s most important topics. This culminating activity may be used as the final activity of the unit or as formal unit assessment.

Use this website for a timer:

http://www.online-stopwatch.com/countdown-timer/

In Classroom

**Part One: 45-55 minutes\***

1. Divide students into heterogeneous groups of 3-4. Groups of 3 are preferred; in which case, the teacher should allow for the combining of the Screen Writer and Cinematographer roles. Give each student a copy of the Andrew Jackson Film Festival Project Information Handout, Andrew Jackson Film Festival, a multi-page document that clearly details the project’s situation, organization perspectives, group responsibilities, as well as individual responsibilities, and overview of the task to be completed. Review this handout thoroughly with your students, answering any questions that they may have. Emphasize that the intention of their project is to show how their assigned organization would answer the central question: Were the actions of the Jackson administration in the best interests of all peoples in America?
2. Once students are in their groups of four, the teacher will disseminate a Perspective Sheet to each group. There are seven different perspectives; based on the number of students in your class, you may not use all seven perspectives. The perspectives are listed in order of importance; the Whig Party and the Jacksonian Democratic Party perspectives should only be used when your class exceeds a total number of five groups. To accompany the Perspective Sheet, each student should receive a Perspective Sheet \*DRC. Using these sheets, the students will become experts on a certain perspective, and will use this information to create their presentation, movie poster and trailer.

**Part Two: 45-55 minutes\***

In Classroom

1. Give students the Student Checklist. This checklist will be used to help the students organize their information, and brainstorm ideas for their movie poster and trailer. The checklist has five tasks for the students to complete. As each task is completed, the teacher MUST review their work and “check off” each task before the group can move on to the next task. The teacher must review the group’s work to make sure that the group is on the right path and that they are accurately portraying their perspectives; Teachers should not assume that the students’ information is correct. For Example: It is important that the genre chosen for the movie reflects the assigned perspective. Review this information with the students. Students will be allowed “casual advancement” if they finish with a section on the checklist prior to the teacher’s checking off, in the case of the teacher being busy checking other groups. The teacher will designate any casual advancement.
2. The first thing that students should do once they have their student checklist is to assign the group roles. Pass out the Group Roles Handout, and review each role and its responsibilities. Allow the students to assign their own roles, but review their selections before you allow them to move on to the next task. As the teacher, you know what a student will be good at; make sure that students are assigned to roles that they can be successful at. There are four roles, but if you have a group with five members in it, the fifth member should be an assistant to the screen writer and the cinematographer. The groups should continue working until the Student Checklist has been completed.

**Part Three: 100 minutes\***

In Computer Lab

1. Students assume the roles that they have assigned themselves to. The teacher should tell the students to refer back to the Andrew Jackson Film Festival Project Information Handout for the direction and requirements for each task.
	1. Ex. The Cinematographer is responsible for creating the movie trailer and the PowerPoint presentation. The requirements for both of these tasks can be found on pages four and five of the Project Information Handout

Give each group a copy of the PowerPoint Presentation Layout DRC, which should be used as a guide in creating the presentation.

1. The teacher should move throughout the class, checking on the progress of each group in the completion of the three major tasks:
	1. Movie poster- teacher should make sure that the movie poster is an accurate, acceptable visual representation of their funding organization, as presented in the perspective sheets. If technology is not available, the teacher should provide poster board, and markers for the students to use. Specific guidelines for the trailer are on page 3 of the Project Information Handout. *Teacher should be sure to remind students that the poster must reflect the plot of the movie. For Example: If the movie is a horror film, the poster should reflect this.*
	2. Movie Trailer- Teacher should make sure that the movie trailer is an accurate, acceptable visual representation of their funding organization, as presented in the perspective sheets. Specific guidelines for the trailer are on page 4 of the Project Information Handout. NOT AN ENTIRE MOVIE!
	3. Presentation- Teacher should review each groups’ PowerPoint Presentation Layout DRC to check for accuracy and information. Specific guidelines for the trailer are on page 5 of the Project Information Handout.

**Part Four: 55 minutes\***

1. Before groups give their presentations, the teacher will pass out the Andrew Jackson Film Festival Presentation DRC. Teacher should explain to students that this DRC will be used by each student to record information regarding each perspective group’s presentation. Teacher will emphasize the importance of the following:
	1. SFI\* presented by each group
	2. Each perspective group’s answer to the central question.
	3. Each student should create a minimum of three questions to ask the producer of each group regarding their presentation.
2. This information will be used to help the students write their individual responses to the central question once all of the presentations have been given.

**Part Five: 55 minutes\***

1. Once all presentations and debriefing have occurred, the teacher will pass out the Jackson Student Response Paper Guideline handout and the Jackson Student Response Paper DRC. Teacher will review each handout with the students, stating the importance and requirements for each paragraph. The teacher will emphasize that the students are no longer representing a certain perspective, but that they are giving their individual opinion on whether or not the actions of the Jackson administration were in the best interests of all peoples in America.
2. Students will use the Response Paper DRC to help them structure their paper. This DRC is meant as a scaffold, and its use is up to the teacher’s discretion. Once the students are ready to complete their response, the teacher should give the students adequate time to write in class.

\*DRC- Data Retrieval Chart- graphic organizer for student scaffolding

\*SFI- Specific Factual Information- vocabulary used throughout unit

\* Time- all times listed for this project are estimates, and up to teacher discretion according to pace of class.