

AS AICE Global Summer Work--Documentary Project

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Purpose: To further explore arguments surrounding global issues and the many contributors, systems, and possible solutions entangled therein.

Objective: To explore the role of documentary filmmaking in revealing problems, presenting an argument, and even calling to action.

As much as I would like to challenge you to view *all* the films below, choose **TWO** of the following documentaries to watch in their entirety. While viewing and after viewing, address various aspects of the films through a formal analysis focusing on global perspectives and implications. Even though documentaries in their pure form are intended to be expository in nature, we know they utilize all the traditional argumentative appeals and even fallacies. Therefore, we need to weigh the information presented against the method of presentation.

Once you have chosen **TWO** of the films from the list, watch them and complete the following for each one. Cite/reference specific elements of the films (and even watch more than once if necessary).

- *13th*
- *A Place at the Table*
- *Black Gold (coffee)*
- *The Bleeding Edge*
- *Blue Gold: World Water Wars*
- *Chasing Ice*
- *Coded Bias*
- *Crip Camp*
- *Fed Up*
- *Freakonomics*
- *Icarus*
- *Paper and Glue*
- *Poverty, Inc.*
- *Rising Phoenix*
- *Seaspiracy*
- *Stutz*
- *The Hunting Ground*
- *The Social Dilemma*
- *The True Cost*

Task:

- a. Provide a brief **summary** of the film. Include both subject and purpose. (75 words) Ex. In Spurlock's documentary, *Super-Size Me*, Spurlock examines the effects McDonalds has on the body in order to illustrate the harmful effects of fast food and to possibly enact change in the way Americans eat."
- b. Identify the director and whether you feel that he/she is pushing his/her **bias** or opinion. What is the **claim** being made? Is it presented in a one-sided manner or more **balanced**? Explain.

c. What **reasons** (intermediate conclusions) are used to support the claim of the film? (list at least 3)

d. Explain two specific **examples** with factual evidence that backs up their respective reasons. (50 words).

e. In what ways do **graphics** or other visual elements of the film support the message? [charts and graphic representations, cartoons, maps, black and white images vs color, etc.] Describe.

f. **Evaluate** the argument. Is the film successful in presenting its message? Explain. Is there a clear call to action? (If so, what is it?) In what ways has it challenged, changed, or solidified your personal stance on the topic? (75 words minimum)

All writing should reflect clear thought and expression at the advanced level expected of Cambridge performance. Please take time to plan and proofread your responses. Word counts are minimum requirements, so you may need to expand your answers. Your writing can be continuous prose (an essay) or simply number your responses as short answers.

Note: The topics we will cover in Global Perspectives can be difficult to tangle with. Sometimes these films depict uncomfortable situations explicit and implicitly with language that is, occasionally profane. Students are expected to engage those moments with maturity and sensitivity. I have tried to cover a variety of topics. Follow your family guidelines in choosing appropriately in regard to rating.