**Make a Movie**

**Assessment:**

(Uses online movie maker program at www.xtranormal.com)

1. Have students practice making a movie "just for fun" to get used to the mechanics of the online movie program. (No point value)
2. Give students a quiz where the characters in the movie have to answer the questions. (Small point value)
3. As a summative unit assessment or final project/report, have a movie presentation as an option instead of a more traditional poster or PowerPoint presentation. (Larger point value)
	1. Adapt gas research project to have movie component?
	2. Come up with new research project for stoichiometry or other "boring" concept?
	3. Have students choose their own topic out of what we've covered for the year?

**“Make a Movie” Assessment Example (Summative)**

Students will choose their topic from the provided list of topics. Their presentation (traditional speech or movie option) should be no longer than 5 minutes and is meant to be complementary to their research paper, which would be due the same day as their presentation. Their presentation (either speech or movie) should include all of the mandatory vocabulary words, also provided in another list, appropriately used and/or explained. (See attached gas topics and vocabulary lists. The lists are adapted from an assignment originally designed by Mrs. Ericca Thornhill, North Callaway HS, Kingdom City MO. Used with permission.)

List of Gas Topics (Or you may choose your own, but check with your teacher first!)

A. structure of the atmosphere B. hot air balloons

C. scuba diving D. ideal gases vs. real gases

E. submarines F. the bends, decompression sickness

G. the drinking bird experiment H. how a Cartesian diver works

I. how clouds form J. movement of weather fronts and systems

K. buzzards soaring L. global warming

M. climate change N. jet streams

O. gases in the sun P. Good Year Blimp and helium balloons

Q. getting the perfect tire pressure in your car R. methane production in cows

S. how to breathe on mount Everest T. oxygen and carbon dioxide in your body

U. air powered cars V. paint ball guns

W. steam power X. dissolved oxygen in water and fish

Y. carbon dioxide Z. oxygen

AA. chlorine AB. carbon monoxide

AC. nitrogen AD. hydrogen

AE. helium vs. radon AF. fluorine

AG. bromine AH. how a barometer works

AI. neon and argon, comparison AJ. xenon vs. krypton

AK. how diesel engine works AL. swim bladder in fish

AM. capturing helium from the ground AN. CFCs and the ozone layer

AO. auto exhaust, pollution AP. Pop Rocks candy

AQ. boiling water AR. fog

AS. soap bubbles AT. how a sailboat works

AU. ears popping while in an airplane or driving up a hill

AV. how a spray paint can works

AW. how a drinking straw works AX. carbon dioxide in the atmosphere over time

AY. why do latex helium balloons not last as long as mylar? What makes them sink?

AZ. exploding food and contact solution when you go up or down mountains

BA. carbon dioxide being stored underground in

Australia and Illinois to curb global warming

BB. deep sea fish found at the bottom of the ocean, and how to study them at the surface

BC. why soda goes flat and getting the bubbles into soda

BD. atmosphere of international space station

BE. hydrogen powered cars. BF. soda bottle rocket

BG. How to breathe in a jetliner BH. bubbles in soda

BI. Gases in Earth's early atmosphere BJ. Dry ice

BK. Liquid Nitrogen

**List of Required Vocabulary Words**

A. Gas

B. Kinetic Molecular Theory

C. Pressure

D. Temperature

E. Volume

F. Standard Temperature and Pressure

G. Ideal Gas Law

H. Ideal gases

I. Real gases

J. Diatomic

K. Noble gas

L. Elastic collision

M. Kilopascal

N. Atmosphere (in terms of pressure)

O. Global warming

P. Diffusion

**Scoring:**

|  |  |
| --- | --- |
| Relationship between chosen topic and gas laws/concepts (i.e., Kinetic Molecular Theory, Ideal Gases) is explained well and easily understood by the audience | 45 Points |
| Used all required vocabulary terms, correctly | 30 Points |
| Movie presentation was creative, original (tells a story; not just "reading" definitions; entertaining) | 15 Points |
| Actively participated in audience (asked at least 3 questions total) | 10 Points |
| **TOTAL** | 100 Points |

**Reflection/Teaching Tips:**

**Purpose for the assessment:**

I would like to see my students be more motivated to successfully complete one of my assessments. So often I will hear my students say things like, "This is boring/stupid." or "What's the point of this anyway?" My goal is to make an assessment that will show me what they really know about the topic, as well as motivate them to complete a high quality piece of work. I feel that by bringing in some technology that they might find entertaining (such as making a 'movie') will allow them to stay on task longer and demonstrate their knowledge more effectively than with a traditional presentation, quiz, or book‐work assignment.

**Additional advice for using the assessment:**

I think this particular assessment would be a great substitute or complement to a traditional presentation. I would have the student(s) present their video to the class, and then have the presenter(s) answer questions from the audience. My hope is that this will be less intimidating to students than to have to stand up in the front of the class and try to remember everything without being overly nervous. I think this movie presentation assessment will help reduce some of the anxiety associated with public speaking ‐‐ particularly for my ELL students.

The website for this movie program is www.xtranormal.com. You will have to create a login when you first sign up, and I've had people recommend that you make a different log in for each class period or have each team or student set up their own account. You can also designate the account for educational purposes only (set‐up with an internet cookie or something) and then I'm told the students won't be able to use inappropriate language or gestures for the characters. The main benefit to using a common class login is that you can monitor what the students are creating and make sure that they are staying on task. But if I understood the directions on the website, it can be very unstable to have several people using the same account at the same time and people might lose their work.

Help ELL students (and others too!) learn to communicate more effectively but perhaps with less fear for presentation.

1. Perhaps offer a competition among the different groups or classes to determine a winner to receive the prize?
2. Motivate students to do a great job with the research by providing prizes or relevant reward for good research.
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