Museum Field Trip: “Why Invent?”

Introduction to this task

- Your teacher will organise you into groups of 4 or less.
- Each group needs at least one Year 11 who has completed the Biotechnology Fermentation Documentary task. They will act as leaders and mentors for the technical aspects of documentary filming.
- You will be assigned a museum for the field trip. Go online to familiarise yourself with the field and to develop an idea about an area of research. Teachers have a list of possible topics. As a group you will need to agree on your specific research.


- Your group will need to create a short documentary. Below are some general guidelines.

Guidelines

Use these guidelines as a checklist to ensure that you have attended to all required elements in the task

- Develop a research question or proposal that is the topic or heading for your documentary. (What are you trying to find out?)
- Gather data/information to help answer your question or proposal.
- Evaluate your data/information
- Complete a documentary/ report that summarises the above
- Your documentary must contain stills, text, voice-over. It must have a clear structure – beginning, middle and end. Opening titles and credits are essential.
- Ensure your documentary is able to be used by other secondary students as a source of historical information or as a ‘virtual tour’. It needs to be of a quality that can be shown to the public at a museum.
- Focus on history as well as technology.
- Do not neglect research, data gathering and evaluation of your field research by just focussing on the film production.
- The quality of the product is determined by the information it contains as well as how ‘slick’ it looks and sounds.
- Ensure that all group members contribute by undertaking a clear role that can be described and assessed by other group members.
Task specifications

The final documentary must include aspects of the following:

1. **Why is this artefact/object/poster/event/individual on display?** What is its significance/importance as a museum piece?

2. **What is unique about the technology?**

3. **Why did this particular technology appear at that particular time?**

4. **What science supports the technology?**

5. **What does it tell us about people of the past?**

6. **How has it influenced the present day world?**

Steps in the task

Again, use the following as a checklist to make sure that you have completed all required elements of the task:

- Students need to contribute to the group outcome as well as preparing an individual report. A peer assessment sheet will need to be completed.
- Task – student groups must complete the following.
- Create a 2 minute documentary that describes a particular aspect of technology – could be an artefact, invention, technique, system, development or person.
- Create a rough storyboard (6 to 12 frames) to plan your documentary.
- Produce a script as well as text that will be used in the documentary.
- Create a portfolio of resources (copies of web pages, print screens, photos, diagrams, sketches, your own comments and questions) and a Harvard reference list that demonstrates the depth and breadth of your research.
- Complete peer assessment sheet.
- All the above must be completed and submitted for marking.

Additional SACE requirements

SACE students need to complete a 400 word context statement that:

- Describes the time from which the technology comes. Suggested approach is to describe the decade and present broader perspectives on people, events, world issues.
- Explains how the technology fits the time (eg Why was it developed? What did it do for people of the time? What level of scientific development does it reveal?)
- Reflects on your learning in some way (eg What were the greatest challenges in this task? What new learning was achieved about science, technology and history? How successfully does your documentary capture this historical artefact?)