* Assessment Task 1 Responding to Texts*

Interactive Web Documentaries

**Learning Intentions:**

* To understand how perspective impacts the reading of a text
* To improve analysis skills in unpacking the meaning behind language and other features of a text
* To improve evaluation skills in appreciating the skill of text creators in communicating with and impacting their audience
* To improve formal writing skills, including the inclusion of evidence appropriately

*Select one of the interactive online documentaries listed below to view and interact with or use an alternative online documentary, which you have run by me first. Your answer to the question should be in essay format supported by evidence such as screen shots or quotes. Should write approx. 1000 words – over 3 Responses you have 3000 words max.*

*Questions:*

* In what ways do the creators of the interactive web documentary, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ engage and influence the response of the audience?
* How are language features, stylistic features and conventions used to engage and influence the response of their audience in the interactive web documentary, \_\_\_\_\_\_\_\_\_\_\_\_\_?
* How successfully have the creators of the interactive web documentary, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ engaged and influenced the response of their audience?

***Some Conventions of Interactive Web Documentaries:***

* **A combination of elements of interactivity, gaming, visual, audio and traditional storytelling
* A non-linear narrative
* A degree of choice and active participation of the reader
* Less control over the story by the author
* A different narrative structure each viewing
* Multiple points of view from different participants in the story

***Suggestions:***

* Allison, L and Mendes, J, *Bear 71,* https://bear71vr.nfb.ca/- explores uneasy coexistence of humans and wildlife
* Bollendorff, S and Segretin, A*, Journey to the End of Coal*, http://www.honkytonk.fr/index.php/webdoc/ - about the Chinese coal industry and the risks the workers take for economic growth
* Cizek, K, *Highrise*, highrise.nfb.ca/- about the human experience in vertical suburbs around the world
* The Guardian (Australia), *Firestorm*, <http://www.theguardian.com/world/interactive/2013/may/26/firestorm-bushfire-dunalley-holmes-family> - one family’s experience with bushfire in Tasmania
* The Guardian, *The Shirt on Your Back*, <http://www.theguardian.com/world/ng-interactive/2014/apr/bangladesh-shirt-on-your-back> - deals with the human cost of the Bangladeshi garment industry
* Mcmillion, E, *Hollow*, Hollowdocumentary.com – about the future of rural America via views of people from McDowell County, West Virginia
* Rieckher, F, *Soul Patron*, [www.doclab.org/2010/soul-patron/](http://www.doclab.org/2010/soul-patron/) - you are a traveller observing the culture and religion of Japan
* Ruhfus, J, *Pirate Fishing*, http://interactive.aljazeera.com/aje/2014/piratefishingdoc/ - a gamified, interactive investigation into illegal fishing

***Performance Standards:***

*Knowledge and Understanding*

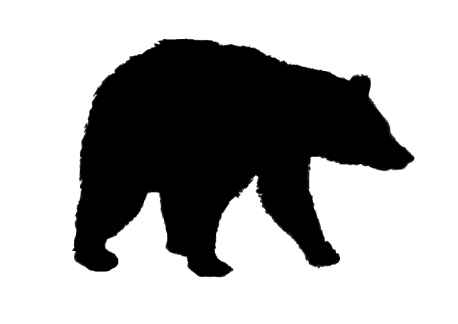
* Comprehensive knowledge and understanding of ideas and perspectives presented in the interactive online documentary
* Thorough knowledge and understanding of the ways the author used language features, stylistic features and conventions to make meaning

*Analysis*

* Sophisticated analysis and evaluation of ways the ideas, perspectives and aspects of culture are represented
* Perceptive analysis of the language features, stylistic features and conventions and thoughtful evaluation of how they influence the audience

*Application*

* Fluently incorporating evidence from the text, such as screen shots to develop and support a response
* Producing sophisticated, clear and coherent writing, using appropriate vocabulary

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