

GRADE
10

BRAVE NEW WORLD

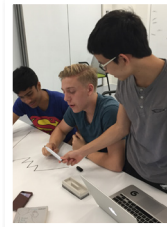
INTERDISCIPLINARY



Driving Question: To what extent do we live in a Brave New World?

Project Description:

Students worked in teams of 4 or 5 to create a 3 to 5-minute narrative film that addressed the question “To what extent do we live in a Brave New World?” Students read Brave New World in English class, studied genetics in Biology, learned about film-making in Innovation & Design, and discussed concepts such as free will, nature vs nurture and the ‘experience machine’ in AP Seminar. Student roles included director, cinematographer, editor, sound designer, and lighting designer. Students also skyped with real authors and experts in the field and prepared a 1200 word research report in which they identify an area of resonance from the book and a contemporary parallel.



Student Products

- Create a narrative film including storyboards and scripts for the film
- Participate in ongoing feedback protocols
- Write a research report

Teacher Reflections

“It is simply amazing that a group of sophomore students who have not previously been involved with film-making are able to effectively collaborate in order to create a high quality short film in only 6 weeks. The films crafted meaning not just through their stories, but through their creative choices, including camera movement, lighting, and aspects of mise-en-scene. In addition, they made a statement about a contemporary social issue that required them to use multi-disciplinary thinking.”

– Amy Foley & David Gran

“It was so exciting to see students deeply engage in the issues of Brave New World in ways that wouldn’t be feasible in a traditional program. Our schedule allowed students to continue these conversations, so the debates that began in English class carried over in Biology and AP Seminar and even Innovation and Design, and these same ideas became the seeds of the films they eventually created.”

– Tiffany Kelley

“I appreciated the exploratory process of this project, when students sat in their groups and generated possible film ideas. Through this, we teachers could really uncover what they were learning, how they were reacting to what they are learning, and what they had to say about what they were learning. My favorite incidental comment during the brainstorming process: “Maybe the perfect human is no longer human”. Place that in the context of genetic engineering, human augmentation, and looming artificial intelligence. The moral implicationsWow.”

– Tom Musk

Find out more at:

<http://cards.buildingculturebybuildingpractice.com>

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