



Documenting E. Lucy Braun

Grade Level: Middle and High School

Concept/Strand: The importance of Dr. Braun's life and work is significant. Taking a closer look at the biographical information about her enables an in-depth analysis of who she was and a better understanding of her legacy.

Subjects: English Language Arts, Social Studies, American History

Objectives:

Students will be able to:

- Summarize the life of E. Lucy Braun,
- Explain what challenges she faced throughout her education and career,
- Describe her accomplishments, successes and failures,
- Understand the historical and cultural context of Dr. Braun's life and career,
- Create a short documentary using digital technology.

Teacher's Notes:

- To enable student's success with the Student Project, references, on-line sources, and detailed explanations of the different aspects are provided in the Student Project Guide. The guide also provides help in navigating the many steps in producing a high quality short film.
- A special thanks to Meg Hanrahan the creator of *A Force for Nature: Lucy Braun* and Eli Bedel for helping to put these guides together.

Background: Born, educated and employed all before women had secured the right to vote, Dr. E. Lucy Braun was an incredible person who led an unusual life for her time. Possessing a doctorate in Botany, remaining unmarried, and trekking across the country in pursuit of her research, E. Lucy did not conform to normal social conventions and broke many barriers throughout her life. She continually fought for the preservation of natural areas and left a legacy that will continue on into the future.

Discussion Questions:

1. Why was a documentary made about E. Lucy Braun?
 - a. What other people have had documentaries made about them and why?
 - b. If you were going to make a documentary, who would you choose to profile and why?
2. Who was E. Lucy Braun?
 - a. List basic biographical information such as birth, death, family, education and career.
 - b. How was she unique?
 - c. What were her **accomplishments**?
 - d. Who influenced her?
3. What were Dr. Braun's **successes** and failures?
4. What other people did she influence throughout her life/career?
5. What was the historical and cultural context of Dr. Braun's life and work?
5. What is E. Lucy's **legacy**?

Research Topics:

1. Higher Education in the 1900s
 - a. How common was it for women to obtain Ph.Ds. at this time?
 - b. Were there colleges and universities that did not admit women?
 - c. Were there certain scientific fields of study that had more men than women? More women than men?

2. Current status of areas that E. Lucy helped to preserve or attempted to preserve.
3. Other women who were considered “pioneers” in their field.
4. The kinds of research Dr. Braun conducted and how is it used today.

Student Project:

Have students work in pairs to create a short (no more than 10 minutes) documentary about someone in their life. The person chosen should have an interesting and compelling story to tell. Regardless of the technology students use to create their film, they need to follow three main stages in the process: pre-production, production, and post-production. Teachers can make the project more manageable by instituting due dates for the different steps involved in the making of the film. Reference the student worksheets for detailed explanations of terms and processes.

**Make sure to talk to students about copyright issues. This PDF may be helpful:

https://www.xavier.edu/library/about/documents/Copyright_9-23-08.pdf

Pre-Production:

1. Share examples of short documentary films with students.
 - a. *United We Live* by Eli Bedel - <https://www.youtube.com/watch?v=3Yf-q2Tz5GM>
 - b. *Dear Mom and Dad* - Children’s International Summer Villages, - <https://cisv.org/about-us/our-partners/cisv-and-momondo/>
2. Students choose a person in their life that has an interesting and compelling story to tell.
3. Research is conducted for the story that is being told about the chosen person. This would include researching different aspects of the story and doing preliminary interviews of the subject and others involved.
4. The main idea of the documentary and the audience is determined. Collect abstracts from students for review.
5. An outline of the film is written showing the sequence of the documentary and the components that will be included such as interviews and extra visuals.
6. Students will develop questions to be asked during the interview(s). They should be structured in such a way that will help the person tell their story.
7. A script and/or story board is created that will state the narration, sequence of shots and interviews, and will serve as the template for filming. It should be used to help communicate with others participating in the film.
8. A production schedule is set with those involved in the project.

Production:

1. Interviews and b-roll are filmed, graphics are developed, narration recorded.

Post-Production:

1. Interviews, b-roll, and graphics are edited, music and narration are added. **Note:** The editing process can be extremely time consuming. Make sure to allow enough time to accomplish this step.
2. The program is reviewed with others to get feedback.



3. Final revisions are made.
4. The finished documentary is presented to the class.

References:

E. Lucy Braun (1889-1971): Ohio's Foremost Woman Botanist, Her Studies of Prairies and Their Phytogeographical Relationships Compiled by Ronald L. Stuckey

Sisters in the Science Wing: The Doctors Braun, by Carolyn V. Platt, *TIMELINE: A Publication of the Ohio Historical Society* May / June 2002: Volume 19 / Number 3

Life Connections, Pioneers in Ecology by Linda Leuzzi (for upper elementary and middle school)

Women in the Field, America's Pioneering Women Naturalists by Marcia Myers Bonta

American Women Afield, Writings by Pioneering Women Naturalists by Marcia Myers Bonta

Rosalie Edge, Hawk of Mercy, The Activist who Saved Nature from the Conservationists, by Dyana Z. Furmansky

Woman Botanists of Ohio Born Before 1900 by Ronald L. Stuckey



Student Project Guide

The final version of your documentary should not exceed 10 minutes. Minimum required components are: interview with your subject, extra visuals (known as **b-roll**), and narration. Additional interviews, background music, and **title sequence** are great extras to add when possible. Helpful tutorials, definition of terms, links to royalty free images and music, and free film editing software are listed at the end of the guide.

Regardless of the technology you use to create your film, you need to follow three main stages in the film-making process: pre-production, production, and post-production.

Pre-Production:

1. View one or more examples of short documentary films found on You Tube.

a. *United We Live* by Eli Bedel - <https://www.youtube.com/watch?v=3Yf-q2Tz5GM>

b. *Dear Mom and Dad* - Children's International Summer Villages, - <https://cisv.org/about-us/our-partners/cisv-and-momondo/>

2. Choose a person in your life that has an interesting and compelling story to tell. It can be as simple as a single event in that person's life. What makes the story worth telling? What makes this person and/or their story unique?

3. Conduct research for the story that is being told about the chosen person. This would include researching different aspects of the story and doing preliminary interviews of the subject and others involved. Make sure you have a deep understanding of this person and their story so that the documentary portrays the person and events accurately.

4. Determine the main idea for your film and think about your audience. For this film your audience will be your classmates. Write a brief abstract explaining the main idea of your film.

5. Develop an outline of the film showing the beginning, middle and end of the documentary and the components that will be included such as interviews and extra visuals.

6. Determine the questions that you will ask the person(s) being interviewed. These questions should be structured in such a way that they help the person tell their story.

7. Create a script and/or story board that will state the narration, sequence of shots and interviews, and will serve as the template for filming. It should be used to help communicate with others participating in the film.

8. Set a production schedule with those involved in the project. This includes arranging times to conduct interviews and to film b-roll.

Production:

1. Film your interview(s) and b-roll, develop your graphics and record your narration. Getting high quality **audio** is key to a successful project. See the notes below for help.

Post-Production:

1. **Edit** interviews, b-roll and graphics. Then add music (if using) and narration. Be sure to allow enough time for this step. It will take much longer than you think!

2. Review the film with others and get feedback.

3. Make your final revisions.

4. Present your finished documentary to your class.



According to the Meg Hanrahan, creator of the film *A Force for Nature, Lucy Braun*, a documentary is high quality when:

- It tells a good story,
- It is well researched,
- It has good production values with clean audio and compelling visuals.

B-roll is the extra visuals you will include in your film. It can be other scenes you've filmed, photos and/or historical artifacts. For a more thorough explanation, watch this video: <https://nofilmschool.com/2018/03/watch-whats-difference-between-roll-and-b-roll-footage>. You may be able to find royalty free images and more at www.pond5.com. Film more b-roll than you think you will need, you can never have too much going into the editing process.

Audio: When recording your interview(s), narration and other sounds, try and get the best quality you can. If your school has an Audio/Visual Department or Theater program, you may be able to access microphones. You can also find some helpful tips here: <https://learning.linkedin.com/blog/film-advice/3-simple-tricks-to-record-great-audio-with-your-phone>. Whatever method you end up using, it's important to **practice before conducting your interview(s)**.

Editing: Lightworks (<https://www.lwks.com/>) and Shotcut (<https://shotcut.org/>) are free film editing software programs.

