His-Story

GRADE LEVEL: 9–12

OVERVIEW: During this capstone session, students will explore the importance of documenting and preserving history, including present-day history. Students will create digital stories about being assets to their communities. At the end of this session, students will understand the various ways that they can be assets to their community and the process for creating an audio-based digital story.

ESTIMATED LENGTH: Three class periods plus, if necessary, additional time to complete the project.

MATERIALS

- Video: Reflections on Storytelling (4:27 minutes)
  http://www.pbs.org/tpt/slavery-by-another-name/themes/storycorps-stories/video-reflections-storytelling/
- Mobile device(s) equipped with Soundcloud app
- Computers and Internet access

OPENING ACTIVITY

1. Project the following quote:

   "Study the past if you would define the future." — *Confucius*

2. Facilitate a discussion about the quote. Possible questions to guide the conversation include:

   a. Do you agree or disagree with this quote? Why?
   b. How can knowing history help us define the future?
   c. How can knowing the history of forced labor help you understand the present?

MULTIMEDIA MODULES + DISCUSSION

1. View Video: Reflections on Storytelling.

Facilitate a discussion about the video, which features Sam Pollard, the director of *Slavery by Another Name*. Possible questions to guide the conversation include:

   a. Why is it important to document history?
   b. In what ways have you documented history?
   c. How has history helped Pollard as a filmmaker?
   d. What current events do you believe should be documented and why?
   e. What parts of your life would you like to document?

2. Explain to students that they've just watched a digital story. Digital storytelling is a practice of using digital tools to tell stories. Explain to students that they are going to create their own digital stories. Tell students that they are going to view sample digital stories that incorporate audio and images.

   Possible digital stories to watch include:

   Reflections on Integration
   http://www.pbs.org/tpt/slavery-by-another-name/themes/storycorps-stories/video-reflections-integration/

   Reflections on Jim Crow
   http://www.pbs.org/tpt/slavery-by-another-name/themes/storycorps-stories/video-reflections-jim-crow/

   Reflections on Dreams
   http://www.pbs.org/tpt/slavery-by-another-name/themes/storycorps-stories/video-reflections-jim-crow/

   Descendants
   http://www.pbs.org/tpt/slavery-by-another-name/themes/descendant-stories/

   You can find additional stories at the *Slavery by Another Name* website (http://www.pbs.org/tpt/slavery-by-another-name/themes/storycorps-stories/ and http://www.pbs.org/tpt/slavery-by-another-name/themes/descendant-stories/)

3. After viewing a sample digital story, facilitate a discussion that analyzes the story's effectiveness. Possible prompts to guide the conversation include:

   a. What's the digital story about?
   b. What do you think about the story? What do you like/dislike about it?

MAIN ACTIVITY

1. Tell students that they are going to develop their own digital story that reflects on the following prompt:

In what ways have you been an asset to your family and/or your community? Moving forward, how will you continue to be an asset to the world around you?

2. As a class, brainstorm open-ended questions that relate to the overall question. Using these ideas, have students develop a list of four to six interview questions that they will ask a partner.

3. Divide the class into pairs. Students will interview each other to help draw out a response to the main theme. Possible questions that students can ask one another include:

   a. What are some challenges that you've been able to overcome?
   b. What are some of your accomplishments?
   c. Who do you look up to and why?
   d. What are some of your goals?
   e. How have you helped other people?

4. In addition to the responses they provided in their interviews, have students review all of their assignments from this unit as well as the class blog to spark ideas for their digital stories. Then have students develop a script for their digital story.

5. Students will read their scripts in front of the class, receive peer and teacher feedback and revise their scripts.

6. Provide additional time for students to practice reading their scripts before recording.

CULMINATING ACTIVITY

1. Students will record their digital stories. The recommended technology to use is Soundcloud (www.soundcloud.com). See the Getting Started Guide for detailed information about using Soundcloud and other digital tools.

2. When students are ready to record, they will press the Record button. When they are finished, they will be prompted to save and name their story. Once the stories are saved and uploaded to Soundcloud (you'll know they've been uploaded when they appear in your listing of "Tracks"), you can control the privacy and access settings of their stories under "Edit."

3. Have students select a photo that represents their stories to upload to Soundcloud.

4. If you're using one Soundcloud account, all students' stories will be found under this account. If students are using their own account, consider creating a group on Soundcloud where students can add their Soundcloud stories so that they will all be in one place. Students' stories can also be added to the Slavery by Another

Name group on Soundcloud: https://soundcloud.com/groups/slavery-by-another-name, which will serve as a collection of digital stories by black and Latino male students across the country. This collection may also serve as inspiration for your students. Have students also embed their digital stories onto the class blog and invite peer-to-peer commenting and online discussion.

As an extension or for more advanced mediamaking, have students add images to their digital stories, very similar to the digital oral histories that they watched in class. Using applications like iMovie, Windows Movie Maker, or Adobe Voice, students can pair the audio of their interview with pictures and video. Students can use and download pictures from the *Slavery by Another Name* website (www.pbs.org/sban) and its Historic Image Slideshow (http://www.pbs.org/tpt/slavery-by-another-name/themes/slideshow/). Provide an opportunity for students to share their digital stories for the class or the larger student body/local community.

5. Host a listening party where students listen to their peers' stories. Have each student introduce his story and then be available for questions afterward. Consider inviting school administrators, teachers, and students.

STANDARDS

Common Core State Standards (Grades 11–12)

English Language Arts Standards - Reading: Informational Text

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

English Language Arts Standards – Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Use technology, including the Internet, to produce, publish and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

English Language Arts Standards – Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 9 through 12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

English Language Arts Standards – Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

English Language Arts Standards – History/Social Studies

- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.

CREDITS

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