

EDUCATION PACKAGE

PAQUETE EDUCATIVO

WHO

Who is American Today?

Flávia Bastos, Phd. + James Rees 2018 ©

Overview

Leveraging the technological abilities of today's students who have been raised with digital technology and tools, this participatory arts-based project asks high school students from the United States to use digital storytelling to express their lived experiences in America today.

We, the Research Team, are seeking to investigate the relationship between creativity and democracy, in this ongoing study, with the additional goal of promoting skills necessary in a democratic society. We are specifically focusing on the complimentary abilities to autonomously articulate one's own perspectives as well as to respond to that of others.

In different communities of learners and high school students, we explore the central question of "How can art education prepare students to be critical digital citizens?"

This project uses widely-available creative digital tools to articulate student voice in ways that may surpass polarizing issues and create shared understandings about citizenship, and the pursuit of a common good.

We have three core questions that illustrate the direction and goals of the research project.

1. How do current High School students in the United states view American identity?
2. What does Critical Digital Citizenship look like, and how does it play a role in their lives?
3. How can art education prepare students to be critical digital citizens?

Values

In addition to these core questions, we have a set of four core values to keep in mind while engaging in this project.

1. Making

Making relates to the process of acquiring literacy and continue to develop a language of creative expression that embraces the power of contemporary media and technologies.

2. Voice

Voice is the unique perspective of each participant that shapes stories and narratives leading to increasing confidence in telling and seeking to be heard, as well as deeper understanding of one's experiences, community, culture, and values.

3. Dialogue

Dialogue is the means to connect the lives and experiences of project participants that can bridge perspective to promote collaboration. This kind of dialogue is rooted in a creative exchange, an act of sharing and connection that engenders trust and leads to empathy.

4. Transformation

Transformation is the desired outcome of creating meaningful stories, it opens up the possibility of change for self, community, country, and the world.

Process

The students that participate in this project will create a 2-3-minute video narrative in response to the prompt (Who is American Today?). We believe in promoting Critical Digital Citizenship with High School students; and furthermore having them answer and ask important questions that they might confront living in the United States today.

This project also provides a unique opportunity for students to create their own digital content, beyond just consuming it within your classroom. We have found that digital story telling is an ideal art form for articulating more delicate topics; and that it has the potential to help widen students' perspectives.

The pilot process took about 3-4 weeks. Keep in mind that this could be an additional project that might dovetail from more traditional media that a class is learning during the creating of this assignment.

Be aware that students will likely need help recording quality audio and many students will need access to editing software at school.

We ask that you share these Digital Stories with us for posting online and for possible inclusion in our traveling exhibits. Please see the "Submit Digital Stories" page on our website ([link](#)) to fill out the submission form.

Advice

Promting Dialogue

We also expect that you'll have many opportunities to discuss as a class topics related to this issue. We hope that you'll see this as a catalyst for having students articulate their various views as well as potentially promoting collaboration; giving students the opportunity to think about these ideas and become more educated about diverse views that may be different than their own.

Handling Controversy

It's critical to create a climate of mutual respect in your classroom while addressing this difficult and complex topic. Bringing up arguments and debating the idea of "being American" can bring out controversy and anger for some students, so fostering these conversations in a safe and enriching environment is crucial.

Lesson Plan

Grade Span: 1-12

Duration: Several sessions

Description: In this lesson, students create unique responses to this question that include text, drawings, photos, animation, audio, and video. They will use technology such as digital cameras and computers to express their perspectives. Their ideas should come from personal and family experiences and their own connection with this timely topic.

Learning Goals:

- Enhance communication skills through asking questions, expressing opinions, constructing narratives, and writing for an audience.
- Develop and strengthen computer skills using software that combines text, still images, audio, video, and other media.

Materials:

Choose the technology tools that are appropriate for the skill level of your students.

Following are some basic recommendations:

- One computer for every 2-3 students
- Video editing software Mac and PC platforms (WeVideo, iMovie are recommended)
- Digital cameras
- Tool for voice recording (most computers have this feature)
- Post-it notes or index cards and poster paper to use for creating the storyboards
- Internet access for instructor and student computers (optional)
- Electronic projector for instructor computer (optional)
- Microphones (optional) and a quiet room
- Scanners (optional)

Lesson Plan

Preparation:

Instructors should determine students' computer skills level and select appropriate technology tools. Instructors also should have familiarity with multimedia software applications and equipment, or enlist help of a volunteer who does.

Become familiar with the digital storytelling process by sharing examples of other digital stories. The story center is a great resource for this. (<https://www.storycenter.org/>)

Share examples of contemporary artists who use new media to express social/political topics. Some examples are Jennifer Allora and Guillermo Calzadilla, Carrie Mae Weems, Natalia, Edgar Arceneaux, Eleanor Antin, LaToya Ruby Frazier and Krzysztof Wodiczko.

Videos of these artists are available on Art21.org.

What to Do:

Introduce students to digital storytelling

- Ask students what stories they first remember hearing. Who was the storyteller? What were their favorite stories? Which did they like telling themselves? Lead the discussion to digital storytelling and that most stories have a beginning, middle and end.

Explore some story ideas

- While thinking about this question, “Who is American Today?”, students might draw ideas from personal experiences, family members or people in their community.
- Have students draft a response to the prompt and then have them break up into small groups to share and get feedback.

Draft a story (on paper) based on the chosen idea

- Remind the class that they may make changes to the draft at any time. For younger students, in particular, review basic storytelling concepts, such as that a story has a beginning, middle, and end.

Lesson Plan

- As you guide your students through the storytelling process, use the seven main elements of digital storytelling, created by Joe Lambert, co-founder of the Center for Digital Storytelling. Visit the Resources page to read Lambert's Digital Storytelling Cookbook.
- Remember that the story, not the technology, should drive this project. Although audio and visual media may enhance certain aspects of a story, students should focus on how best to communicate what's at the core of their story. Convey that their view or response is important to share.
- Different students can develop different parts of the story. Also, if this is your students' first experience with digital storytelling, keep the story short, no more than three minutes in length.
- Have students create or collect images or create videos that will help illustrate their message. Encourage students to not use Google to find images, or if so necessary that they be Fair Use and appropriately credited. Handle music or sound use in a similar fashion.

(See *Media Specs* on this document for more information.)

Introduce students to storyboarding

- Hand out small colored sticky notes and sheets of paper pre-drawn with empty boxes, resembling an empty cartoon strip. Take them through the story frame by frame, discussing the pictures through which and the sequence in which, they will tell their story. They can also use their sketchbooks to storyboard.
- After students, have determined the text and picture sequence, discuss transitions, visual effects (if any), and soundtrack. Always keep in mind the skill level of your students for planning ways to represent their ideas.

Help students prepare their final draft and record narrative

- Have students hand in their paragraph they created after their small group discuss and review. This will allow you to provide final edit suggestions and add clarifying questions for the student to consider.
- Before recording, demonstrate how to narrate effectively. Discuss differences between using emotion and no emotion in your speech, and what effect quick or slow speech has on the story. Suggest they practice narration before recording.

Lesson Plan

View the student's story, then have students share their project with other students, teachers, and their parents

- You might also share their response/digital story with the community, on social media, or by posting it to your school Website. If time allows, plan a follow-up activity in which students will develop individual stories.
Perhaps have a debut or an opening!

Evaluate (Outcomes to look for):

- Student participation and engagement
- Discussion that yields insightful comparisons between digital and traditional storytelling
- An understanding that media can help make stories far more than just text.
- Use or create your own rubric that focus on students' perspective and how effectively they use technology tools to convey their message.

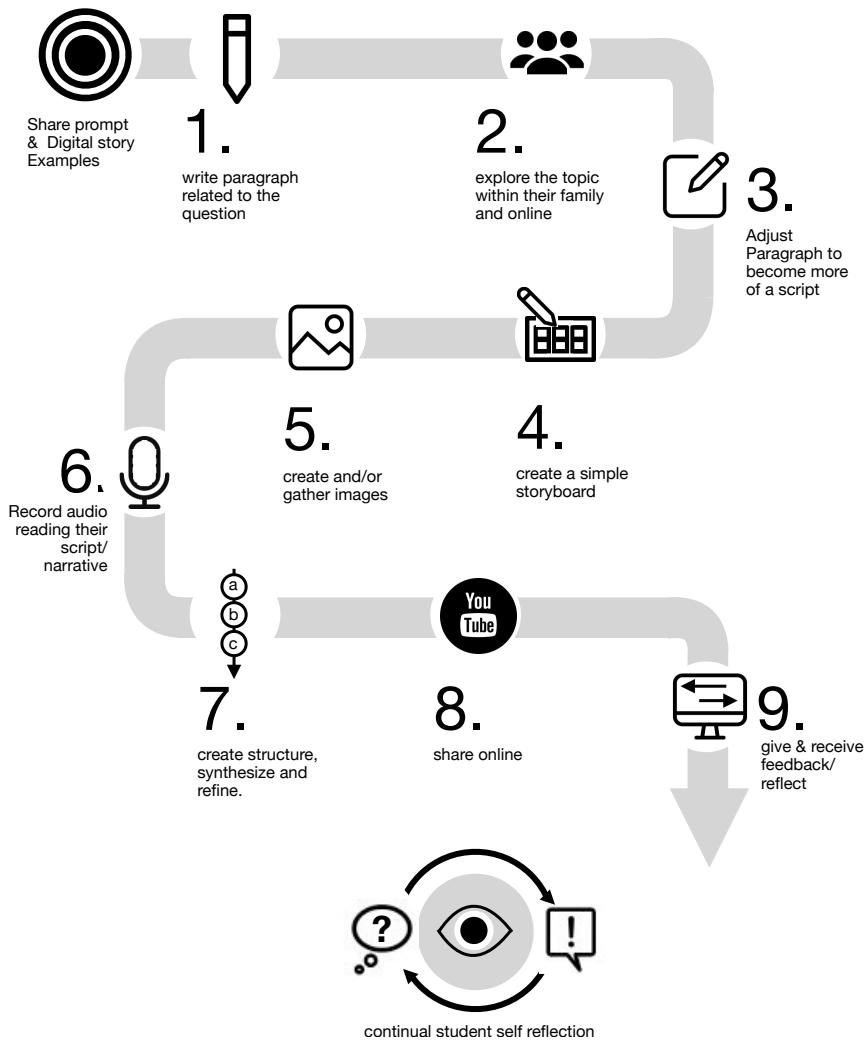
Standards:

*Please see the Media Art standards on the National Core Art Standards for your appropriate grade and level.
(<https://www.nationalartsstandards.org/>)*

LESSON PLAN + RUBRIC

Lesson Plan

Process Diagram



LESSON PLAN + RUBRIC

Project Grading Rubric

Planning	<i>Best (3 pts)</i>	<i>Better (2 pts)</i>	<i>Good (1 pt)</i>	<i>Needs Work (0 pts)</i>
Creativity	Complete originality in composition and delivery, strong evidence of critical thinking skills.	1-2 Elements are not original in composition and delivery, some evidence of critical thinking skills.	Many elements are not original in composition and delivery, little evidence of critical thinking skills.	3 or more elements are not original in composition and delivery, no evidence of critical thinking skills.
Storyboard	Complete and detailed evidence of planning throughout entire storyboard including sketches, sequencing, pacing, and consistent storytelling.	Evidence of planning through 2/3 of storyboards including sketches, sequencing, pacing, and storytelling.	Evidence of planning through 1/3 of storyboard including sketches, sequencing, pacing, and storytelling.	Little to no evidence of planning including minimally completed sketches, sequencing, pacing, and storytelling.
Media Use	<i>Best (3 pts)</i>	<i>Better (2 pts)</i>	<i>Good (1 pt)</i>	<i>Needs Work (0 pts)</i>
Videography	Strong use of videographic elements including camera angles, framing, and lighting used to add to the overall impact of presentation.	Some elements of videography, including camera angles, framing, and lighting used to add to the overall impact of presentation.	Very few videographic elements including camera angles, framing, and lighting used to add to the overall impact of the presentation.	Little to no elements of videography, including camera angles, framing, and lighting used to impact the overall presentation.
Editing	Transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video.	Most transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video.	Some transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video.	Little to no transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video.

Project Grading Rubric

Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. Many of the images are original.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. Some of the images are original.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. Some of the images are original.	Little or no attempt to use images to create an appropriate atmosphere/tone. None of the images are original.
Message	<i>Best (3 pts)</i>	<i>Better (2 pts)</i>	<i>Good (1 pt)</i>	<i>Needs Work (0 pts)</i>
Topic	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the story.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the story.
Narration	The tone and pace of the narration enhances the viewer's understanding of the story. It is clear and easy to understand.	The tone and pace of the narration is flat and may need to be re-worked. It is somewhat clear and easy to understand.	The narration should be re-recorded and the tone and cadence of the narration should be considered. It is not clear and easy to understand.	The narration cannot be understood and must be re-recorded.
Originality	The digital story shows a large amount of original thought. Ideas are creative and inventive. The students unique take on the topic is clearly defined, and may include critical insights or counter arguments.	The digital story shows some amounts of original thought. It includes new ideas and insights.	The digital story uses ideas from others and may or may not give credit. Little evidence of original thought.	The digital story completely uses ideas from others and represents a misappropriation of new found imagery and clichés.

Media Specifications

The Digital Stories produced as a result of this project should be exported as videos. These videos are then uploaded to a YouTube channel; either that of the educator, or to a channel made specifically for the class that is participating.

This can be done by creating a unique Google account (Gmail) from which you can automatically create a YouTube account.

Please remember all of your login information for future reference.

Videos can be edited on any number of software programs, for both Mac and PC operating systems. Depending on the level of access your educational institution has, we recommend a few options:

- iMovie
- ShotCut
- Adobe Premiere CC
- FinalCut Pro

As students put together these videos, make sure to use a final **aspect ratio of 16:9, or “widescreen.”**

When the video is ready to be exported (saved and ready to upload to YouTube) make sure to export to either **.MOV, .MP4, or .WMV** video formats. This is usually found under “Export As” or “Save As” within your editing software.

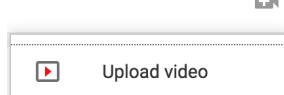
Consider the resolution of the video as it is being put together. Aim for a **minimum video resolution of 480p (854 x 480 px)**, and a suggested **maximum of 1080p (1920 x 1080 px)** for ease of upload.

Please contact our team at whoisamericanctoday@gmail.com if you have any specific media - related questions.

Uploading Digital Stories

Once a video has been exported from the editing software, it is ready to be uploaded to the YouTube channel you will be using to host your class' Digital Stories.

Log in to the YouTube channel, and navigate to the first top right icon, under which you will find the option to "Upload Video."



Click this, and it will lead you to a screen in which you can select video files to add from your computer, or "drag and drop" them straight into the box. Add a single video file, and then "open" it to start the upload process.

While the video loads, edit the title. Each title should follow this format:

"First Name + Last Initial | Who is American Today?"

For example: Jane D | Who is American Today?

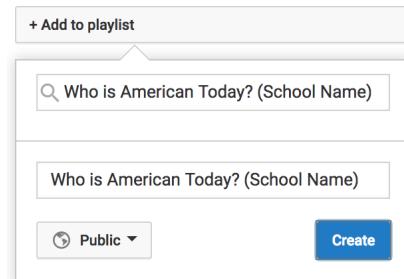
Additionally, please **tag each video with "Who is American today?"** in the "Tags" box.

A screenshot of the YouTube video upload form. It shows three input fields: 'Title' containing 'Jane D | Who is American Today?', 'Description' (empty), and 'Tags' containing 'who is american today?'. There is also a 'Public' dropdown menu above the tags field.

Finally, make sure the upload is public.



If you are uploading videos to a channel with other content, help us by organizing all of the Digital Stories into a playlist following the title format "Who is American Today? (School Name)."



*(this is the name of
your School or
Educational
Institution)*

Submitting Digital Stories

When all of the Digital Stories, or videos, have been exported, uploaded to Youtube, and published online, they are ready to be submitted to our team at Who is American Today? through the “Submit Digital Stories” Page.

<https://www.whoisamerican.com/en/submit-ds/>

or in Spanish,

<https://www.whoisamerican.com/es/envianos-hd/>

Please fill out all of the fields in the form. We will keep the class options updated, so select the option that corresponds to your City and State or other region descriptor.

In the “Submit URLs” box, please “copy” and paste” the URL links (web addresses) for either **a)** the unique YouTube channel that hosts the Digital Stories, or **b)** the YouTube playlist that contains all of the Digital Stories.

Finally, make sure you have consent forms explained and signed for each student and their Digital Story before you publish videos online and submit them to us.

Please keep these forms for your own records.

Educator Name *

First Name

Last Name

Email Address *

Please select your class *

If you do not see your class among these options, please contact an administrator at
whoisamerican today@gmail.com.

Submit URL links for Digital Stories here *

"Copy" and "Paste" the URL link for the YouTube channel that hosts your students' Digital Stories, or the playlist that contains the Digital Stories.
See resources in the Educational Package for more details.

Yes, I have all Consent Forms signed for student work online. *

By checking this box, you confirm that you have explained the project and obtained permissions to publish these student works online.

*Click "Submit" to send everything our way!
Thank you for your participation and dedication, on behalf of the Who is American Today? team.*

Consent Form

I hereby grant to (school):

and their designated teachers, other employees and agents, and all parties authorized by them (hereinafter collectively known as "(school)" the right to photograph, film or videotape (hereinafter collectively "Photographs") my child/ren (insert name/s):

and to use their name/s, appearance, performance, interviews, voice and biographical information in the Photographs and related materials, written or otherwise, as (school) may deem appropriate in perpetuity and throughout the world, in any and all media now known or hereafter developed, but consistent with the uses described in the opening statement above, and in the case of (school) for archival purposes.

I understand and I agree that, as between me and my child/ren, on the one hand, and (school), on the other, that (school) shall own all of the Photographs and related materials. I agree not to assert, on my behalf or on behalf of my child/ren, any claim against (school) as the result of the Photographs, the uses of the Photographs or of such related materials.

I further understand and agree that this release constitutes the entire agreement relating to subject herein contained, I have read the entire release prior to execution and fully understand its contents and that permission of no other party is necessary to effect the permission contained herein. If such is not the case, I hereby indemnify (school) and hold them harmless with respect to any claim by such a third party.

Name of Child (or Children if more than one)

Date

Print Name (of Parent or Legal Guardian)

Date

Signature (of Parent or Legal Guardian)

Date

Street Address (City/State/Zip)

Telephone Number

Email Address

Autorización de Consentimiento

Por la presente otorgo a (la escuela):

y sus maestros designados, otros empleados y agentes, y todas las partes autorizadas por ellos (en adelante colectivamente conocido como “(escuela)” el derecho a fotografiar, filmar o filmar (en adelante colectivamente “Fotografías”) mi hijo/s (escribe nombre/s aqui)

y usar su nombre/s, apariencia, interpretación, entrevistas, voz y información biográfica en las Fotografías y materiales relacionados, escritos o no, como (escuela) lo considere apropiado a perpetuidad y en todo el mundo, en todos los medios ahora conocidos o en el futuro desarrollado, pero consistente con los usos descritos en la declaración de apertura anterior. En el caso de (escuela), con fines de archivo.

Entiendo y acepto que, entre mi hijo/s y yo, por una parte, y (escuela), por la otra, esa (escuela) será propietaria de todas las fotografías y materiales relacionados. Acepto no hacer valer, en mi nombre o en nombre de mi hijo/s, ningún reclamo contra (escuela) como resultado de las Fotografías, los usos de las Fotografías o de dichos materiales relacionados.

Además, entiendo y acepto que este lanzamiento constituye el acuerdo completo relacionado con el tema aquí contenido, he leído el comunicado completo antes de la ejecución y entiendo completamente su contenido y que el permiso de ninguna otra parte es necesario para efectuar el permiso contenido en este documento. Si tal no es el caso, por este medio indemnizo (escuela) y los declaro inocuos con respecto a cualquier reclamo por dicho tercero.

Fecha

Nombre del niño (o niños si hay más de uno)

Fecha

Nombre impreso (del padre o tutor legal)

Fecha

Firma (del padre o tutor legal)

Dirección (Ciudad/Estado/Código Postal)

Número de Teléfono

Dirección de Correo Electrónico

www.whoisamerican.com

*instagram: @whoisamerican
twitter: @americaniswho*

WHO

Who is American Today?

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