

Unit 2: Transform Story to Interactive Storyboard

Teacher’s Note: In Unit 1: Biography – Fiction writer of the Southwest was created to showcase the Portal. For this unit 2, use previous lesson plans as samples towards development of student’s creation of their own interactive storyboard by writing their story. Encourage students to use local knowledge by interviewing a community member or their parent/guardian to keep in mind of ethic codes. Their story will include a google map to lead their readers along the story. In addition, the supplemental readings and recommended films or websites are provided to continue to guide them to think critically in how to tell their story and shape their characters that will address issues in their community or develop recommendations that may benefit their school, or community.

Unit two has three lesson plans include teacher’s note with objectives, needed materials/access, supplemental readings with films or website, assignment(s), student preparation with discussion questions. According to lesson plans, each assessment are components towards the presentation of a completed interactive storyboard. The curriculum is guided by the New Mexico Common Core Standard Benchmarks for English/Language Arts and History/Social Studies.

Grade: 6-8

Subject: English, Language Arts and History

Objective: Students to tell a story and critically think of how they will tell that story in a respectful way. Some stories may address critical issues happening in their own community such as water rights, language shift, and environmental issues, etc.

Essential Question: How will your communities benefit from your interactive storyboard?

Overview of Lesson Plans (LP)

LP1: Research to Story. The objective is to address issues and how to use story to provide recommendations to community. In Unit 1: LP1, LP3 and LP5 are samples in creation of the story. Assist students with who is going to tell the story? Will it be from the character that they created or from them as an author? Encourage students to define their words they use in their story for readers to understand the content of the story and use local knowledge to develop their story.

Student will see films like *Navajo Talking Picture* (1984) and it is directed by Arlene Bowman, on her real-life situation of her struggle to tell her story about where she comes from and showcase the Navajo ways of life. Stories are embedded with identity, where students will tell their story (finding the appropriate space), and audiences. The supplemental resources will provide some thoughts on what the Indigenous people's experiences are, the media depicts misunderstood images of them. The mainstream media presents Native American people as fictional characters which showcases the fantasy of Indigenous people. Bowman (1984) shows this struggle in her film and other Indigenous authors such as Singer (2001) and Feier, J. (2011) share their critical thought on mainstream media on Indigenous people.

LP2: Identify your storyteller. The objective is to create roles for their storyteller then assist your students in how to select a method to tell their story include organizations to tell their story. Sketch a character appearance in detail such as color of hair, eyes, and even cloths. Guide students with their character development through a narrative journaling on “what are the character(s) doing, thinking, act and react to each other.” Use existing worksheet from website such as freeology.com.

LP3: Describe the Setting to Landscape. Sketch story then plot them into google map. Students to research, why they selected those specific areas to tell their story. Ensure students to not plot cultural sacred sites on google maps due to it being visible to public. These are restricted to tribal government cultural agencies and their tribal citizens.

LP4: Presentation of the Interactive Storyboard. What is interactive storyboard? Students' written story is transformed into digital format. Use pictures connect them to story and location. There are several ways to tell stories through photo voice, google map, and video and poster board. Depending on class time and resource access; teacher to tailor the lesson plan accordingly to the storyboard.

Lesson Plan 1 - Research to Story

Teacher’s Note: The objective is to address issues and how to use story to provide recommendations to community. In Unit 1: LP1, LP3 and LP5 are samples in creation of the story. Assist students with who is going to tell the story? Will it be told from more one person? Encourage students to define their words they use in their story for readers to understand the content of the story and use local knowledge to develop their story.

Student will see films like *Navajo Talking Picture* (1984) and directed by Arlene Bowman, as a real-life situation of her struggle to tell her story about where she comes from and showcase the Navajo ways of life. Stories are embedded with identity, where students will tell their story (finding the appropriate space), and audiences. The supplemental resources will provide some thoughts on what the Indigenous people’s experiences are, the media depicts misunderstood images of them. The mainstream media presents Native American people as fictional characters which showcases the fantasy of Indigenous people. Bowman (1984) shows this struggle in her film and other Indigenous authors such as Singer (2001) and Feier, J. (2011) share their critical thought on mainstream media on Indigenous people.

Materials:

- Access to computer with internet.
- Use a notebook and pencil to write notes and answer the discussion questions.

Assignment:

- Use recommended discussion questions to guide students to have a dialogue about the recommended film, supplemental readings, and website.
- LP1: Activity: Dialogue about mainstream media is to help students to develop their comparative analysis between resources by answering some questions provided with the context.
- LP1: Activity: Brainstorm about student’s story. This worksheet will help students to develop their story.

Recommended Film: *Navajo Talking Picture* (1984)

Directed by Arlene Bowman as a real-life situation of her struggle to tell her story about where she comes from and showcase the Navajo ways of life. The duration of the film is 42:08.

Film website: <https://www.youtube.com/watch?v=GrtsinFTFv0>

Supplemental Reading: Feier, J. (2011). *We never hunted buffalo: The emergence of Native American Cinema*. Transaction Publishers.

Feier (2011) provides some critical perspective on misrepresentation of Native Americans in media. He explains how outsiders' views on Native Americans are from first European contact of 1500s then transformed into 21st century media. For example the motion pictures created in Hollywood have developed from their fiction characters of what is Native Americans in media world. Rather than focusing on what the Indigenous people's experiences are, the media depicts misunderstood images of them. The mainstream media presents Native American people as fictional characters which showcases the fantasy of Indigenous people.

Discussion Questions (for both, Navajo Talking Picture film and Feier's article):

- In 21st century, what is an American Indian?
- How was American Indian portrayed from first contact of European in 1500s?
- Compare from 1500s to 21st century's media, how is American Indian portrayed in Hollywood movies?
- How would you re-create and provide a positive representation of Native Americans in media?

Supplemental Resource: The Critical Media Project: Media literacy and the politics of identity – resources for educators

Website: <http://www.criticalmediaproject.org/>

The Critical Media Project is geared towards high school students and instructors to inform them about political issues related to “race and ethnicity, class, gender and sexuality.” Teachers need to review content and visual media before presenting them to students. The website has foul language and controversial visuals and it may not be suitable for your students. However, with your guidance in addressing these political issues related to identity provides a dialogue in your classroom. Also, the website provides information about the content includes discussion questions. Addition, there are class activities are tailored towards critical thinking of how identities shape our minds.

Specific curriculum on Race and Ethnicity with direct discussion questions used from the website: <http://www.criticalmediaproject.org/cml/topicbackground/race-ethnicity/>

Discussion Questions:

- How is the critical media project website different from other media literacy efforts?
- Why people of color are often cast in certain roles as individuals in poverty, alcoholism and etc.?

Assessment: Students to identify the critical points of the supplemental readings and film.

Preparation: Review film, literature content and website project to facilitate students about protocols, historical background about how Native Americans are portrayed in media then expand discussion to other race and ethnicity. There are two activities available to guide your students to compare the media resources and start to develop their own story.

Activity: Student Discussion

- 1.) Access the film, *Navajo Talking Picture* by internet or check with your local library for copy of the DVD. In addition, to the film there is a book on critical views on the film along with critical questions about the film director in *Wiping the War Paint off the lens: Native American film and video* by Beverly Singer (pp. 73-77).
- 2.) Next, if you have access to book by Feier then review the articles. He draws similar connections to Singer (2001) on film and books. He mentioned Hillerman's fiction novel, *Thief of Times* which was later turned into a movie by PBS. Feier draws out what Dine' people do not say or do as Hillerman fictions based on Dine' people. His fictional character development was not appropriate to Dine' people and disrespected ceremonial ways for Dine' community, as well.
- 3.) After reviewing both film and supplemental readings, there are discussion questions for both *Navajo Talking Picture* film, Singer (2001) and Feier's article. According to the levels of your students, you will need to review each content and tailored them so your students to ensure they learn the context of how mainstream portrays Native American in media.

- 4.) Ask additional questions to your students so they understand and make connections to the next activity on website, *The Critical Media Project* created by the University of Southern California's Annenberg School of Communication on social change in relation to race and ethnicity.

- 5.) After, walking thru each media and book, there are 2 lesson plan activity provided for your class to use. 1.) LP1 – Activity: Dialogue about mainstream media is to help students to develop their comparative analysis between resources by answering some questions provided with the context. 2.) LP1: Activity: Brainstorm about student's story. This worksheet will help students to develop their story.

LP1 - Activity: Dialogue about mainstream media.

Answer each box, by using the resources to write complete sentences such as subject/verb agreement, avoid run-on sentences, use comma(s) and punctuation mark(s). Provide detailed information to each question, by paraphrasing and do not copy the answer out of the book. Also, limit your quotations to three. In addition, cite the page number that you found the answer to the question.

Film: <i>Navajo Talking Picture</i>	Feier (2011)	Singer (2001)	Website: <i>The Critical Media Project</i>
In 21 st century, what is an American Indian?			How is the critical media project website different from other media literacy efforts?
How was American Indian portrayed from first contact of European in 1500s?			Why people of color are often cast in certain roles as individuals in poverty, alcoholism and etc.?
Compare from 1500s to 21 st century's media, how is American Indian portrayed in Hollywood movies?			Add additional questions...
How would you re-create and provide a positive representation of Native Americans in media?			Add additional questions...

LP1: Activity: Brainstorm about your own story.

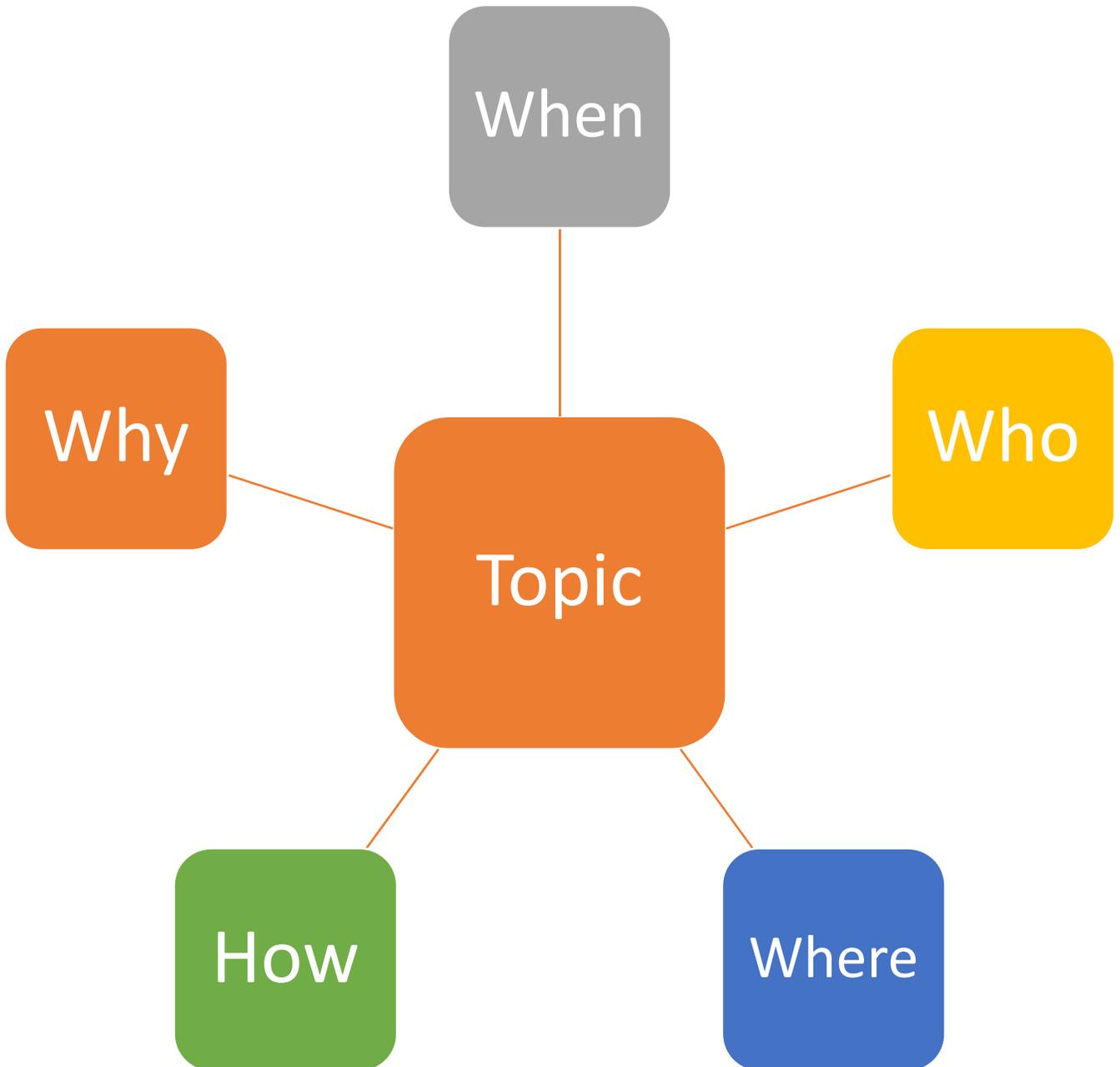
Topic – What’s your story about? Describe, how your story will start?

Who – Who is telling the story? How many people are telling the story?

Where – Where does the story take place? Describe the location.

When – From what timeline does the take place? How will your story end?

Why – Explain, why your story is important?



LP2: Identify your storyteller

Teacher's Note: The objective is to create roles for their storyteller then provide some guides to your students on how they are going to tell their story include organizations from beginning, middle to end. Guide students with their narrative development through a narrative journaling on how does the story start, who is in involve, what they are thinking and how long is the story. You use existing worksheet from website such as freeology.com.

Materials:

- Use a notebook and pencil to write notes.

Assignment:

- Student to plan story.
- Quick write: Narrative structure from beginning, middle to end.

Preparation: Use student's completed work from LP1 activity: Brainstorm about your own story worksheet. Ensure these questions are answered.

- Topic – What's your story about? Describe, how your story will start?
- Who – Who is telling the story? How many people are telling the story?
- Where – Where does the story take place? Describe the location.
- When – From what timeline does the take place? How will your story end?
- Why – Explain, why your story is important?

Each lesson is a step towards students telling their story. Students will need to expand above questions.

Supplemental Resources: Use worksheets on story development from website: Freeology.com

LP3: Describe the Setting to Landscape

Teacher's Note: Sketch story then plot them into google map. Students to research, why they selected those specific areas to tell their story. Ensure students to not plot cultural scared sites on google maps due to it being visible to public. These are restricted to tribal government cultural agencies and their tribal citizens.

Materials:

- Access to computer with internet.
- Use a notebook and pencil to write notes and answer the discussion questions.

Assignment:

Preparation:

Additional Resources:

LP4: Presentation of the Interactive Storyboard

Teacher's Note: What is interactive storyboard? Students' written story is transformed into digital format. Use pictures connect them to story and location. There are several ways to tell stories through photo voice, google map, and video and poster board. Depending on class time and resource access; teacher to tailor the lesson plan accordingly to the storyboard.

Materials:

- Access to computer with internet.
- Use a notebook and pencil to write notes and answer the discussion questions.

Assignment:

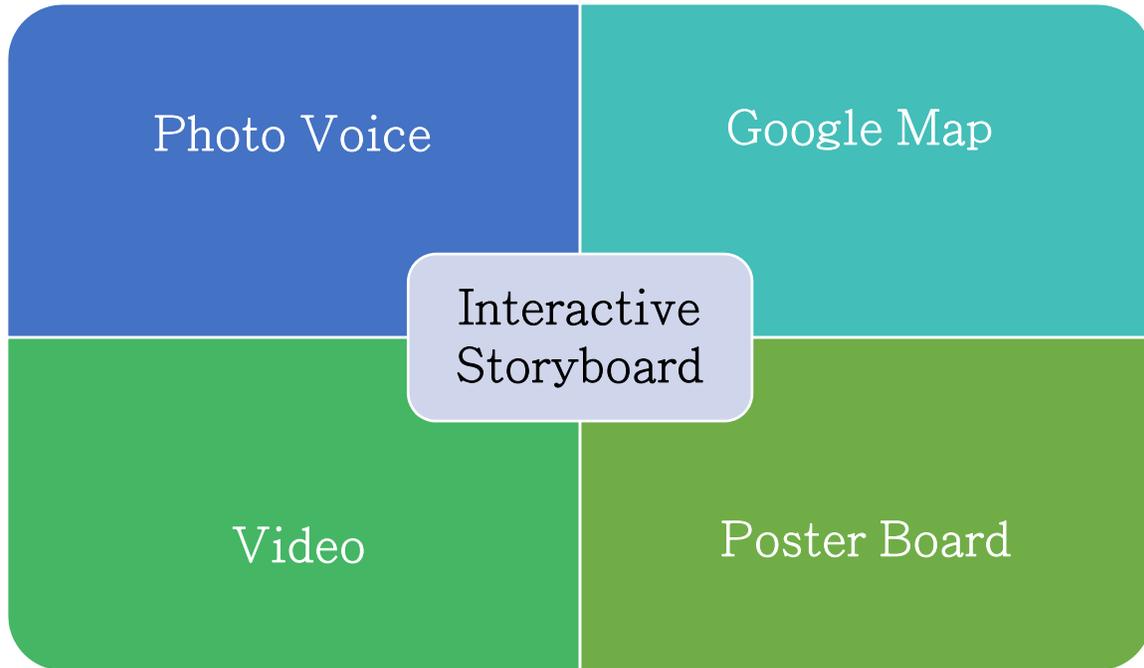
- Select one interactive storyboard.
- Student to present final interactive storyboard.

Preparation:

Additional Resources:

LP4 - Activity: Presentation of the Interactive Storyboard

What is Interactive Storyboard? The writer is involve and be a part of the story. Create ways to involve your audiences in the story by asking questions, having them go through pictures or have them participate in your story.



Here are some various methods to tell a story:

- **Photo Voice** – Select important pictures then explain, why you chose specific photos. Use photos to raise important issues then plan on providing some resources/recommendations to solve the problem.
- **Google Map** – Select locations and explain, why you chose those specific location.
- **Video** – Capture your location(s), select specific person and explain, why you chose these specific video recordings.
- **Poster Board** – Select images and layout your photos then tell your story that matches your images.
- **Other Application**
 - **Storybird** – Uses art work to arrange pictures to tell your story and publish in your classroom.

Teachers' Resources

Digital Storyteller in Language Arts

- <http://www.digitalstoryteller.org/docs/languagearts.htm>

Photo Voice

- <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/photovoice/main>

Google Map

- How to create a custom map
<https://www.youtube.com/watch?v=OWZfYIah1Nc>
- My maps – Adding locations, images, and videos to Google Maps
<https://www.youtube.com/watch?v=8qJ32PIm7xA>

Video

- Storyboarding Tutorial – Extended Version
<https://www.youtube.com/watch?v=B4ekzThzjj0>

Poster Board

- Creating Poster Presentations that tell stories
<https://www.youtube.com/watch?v=q57UWpiXGOk>
- Presentation tutorial: How to create storyboard [Lynda.com
<https://www.youtube.com/watch?v=eSGkeXsaXSY>

Storybird

<https://storybird.com/educators/>

- How to create a class on Storybird
https://www.youtube.com/watch?v=_M2bc6ADMqc&ebc=ANyPxKp4BD_tjmHXQYbGFxFXuSiS_syNXiTIcIfejr-JjWsFKXZG5zN5MztBZxmyEfO9fLuumoRa3egkeA0vWD7wctpBByjwIQ
- Storybird Tutorial for Students
- <https://www.youtube.com/watch?v=6eUYpigHWho>
https://www.youtube.com/watch?v=T00YjRBiCiw&ebc=ANyPxKpxW4-9yf-fP-uXXLYOPhs2jQM01fadXNVBIMJIA9nj3X7MPJaMS2py-oeF9K2WDZHXRpEWPY_1wVzD0tYIFQByx3rEEA
- Story mapping – Writer's workshop
https://www.youtube.com/watch?v=dGw_Dg1FEi0