# Sample Assignment Page
# Digital Storytelling and the Smithsonian Learning Lab

## Summary

Using the Smithsonian Learning Lab, students will create a digital gallery representing a community member's story. Each artifact in the exhibit captures a facet of the interviewee's story, and students work with the interviewee to discuss themes that emerge from the objects.

Students may work in small groups (2-4) on this project.

## Assignment Instructions

**Requirements & Reminders**

3 objects are the minimum, but more are welcome

Use picture annotation tool to highlight features of the objects separately from your narrative

Don't feel like you have to use ALL of the stories from the interview--while it's their story, you are helping them fine-tune it to be readable and effective

Don't feel like you have to divide up the groupwork evenly--divide it up in a way that makes sense for your group members' abilities and schedules

RECORD the interview (so that you can refer to it later!)

ASK follow-up questions ("I'd like to hear more about...")

SHOW the project to your storyteller when you are finished (and throughout, if you like!)

**Steps**

1. Conduct an interview with your person of choice. The purpose of the interview is to allow that person (the "storyteller") to tell their story through you (the "facilitator"). The interview should focus on three or more objects that represent an important age, event, or aspect of your storyteller. Use the note handout (attached below) to help with the interview.

2. Create an exhibit that facilitates the person's story through the descriptions of the objects. Your descriptions of the objects should include: physical observations (features, marks, damage, coloration, texture, etc.), functional descriptions (various purposes of the object), and relevant anecdotal stories related to the object. Each object description should contribute to the "theme" of the interview (something you will decide after reviewing your interview notes), and the gallery description should describe the central story that emerged from the storyteller's interview.

Recommended Length: For the objects, one to two paragraphs focusing on the connection of the objects to the "theme" of the story. For the gallery description, two or more paragraphs that discuss the person's overall "theme" and anything relevant about the age you focused on in the interview. You can include context about that age, too, including what was happening in the county at the time (staying relevant to the storyteller).

As for quotes, you'll want to include some snippets of the actual interview with each object. This will allow your audience to hear the storyteller in their own words. When you include direct quotes from your storyteller, cite them following the MLA format for citing a personal interview. Include a "Works Cited"-format citation for your interview at the end of your gallery description.

See my exhibit as an example for process and depth.

## Materials & Resources

Interview Note-taking Guide

Sample Smithsonian Learning Lab Project

## Sample Rubric (next page)

| Criteria | Grading Scale | | | |
|---|---|---|---|---|
| **CCSS.ELA-Literacy.RI.11-12.7**<br>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. | **5**<br>There is strong evidence with every object that the student considered how it relates to the overall theme. | **4**<br>Most objects demonstrate strong evidence of how they relate to the overall theme. | **3**<br>There is some evidence among the objects regarding how they relate to the overall theme. | **2**<br>The overall theme is largely absent among most of the objects. |
| **CCSS.ELA-Literacy.W.11-12.4**<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **5**<br>Writing is free of errors and strikes a professional tone. Author considered his or her audience when choosing the vocabulary and tone. | **4**<br>Writing is free of errors and strikes a professional tone most or some of the time. | **3**<br>Writing may contain some small errors that do not distract much from the overall tone of the project. | **2**<br>Writing contains enough errors to distract from the overall project. |
| **CCSS.ELA-Literacy.W.9-10.6**<br>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | **5**<br>The project displays a degree of technical skill that enhance the overall project. (Student may have utilized additional features not required for the project.) | **4**<br>The project demonstrates the user's ability to use available technology. | **3**<br>The project may have moments that suffer from technology errors or mistakes that were not corrected before being published. | **2**<br>The project is published with distracting technology errors or mistakes. |
| **CCSS.ELA-Literacy.W.11-12.2.a**<br>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. | **5**<br>The exhibit summary and object descriptions add to the thematic whole. | **4**<br>The written portions are mostly strong, though some objects and/or the summary may need additional details. | **3**<br>The written portions generally need additional support in order to make the thematic whole clearer. | **2**<br>The objects and summary are explained in insufficient detail. |
| **CCSS.ELA-Literacy.W.11-12.2.b**<br>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | **5**<br>The object explanations cover the required basics in great detail: physical description, functional description, and an anecdotal description. | **4**<br>The object explanations adequately cover the basics. | **3**<br>The object explanations may cover most of the details, though some objects may lack one or more areas of sufficient explanation. | **2**<br>The object explanations generally lack sufficient explanation and/or are missing one or more elements. |
| **MLA Format** | **5**<br>The project documents all primary source information according to MLA. | **4**<br>The project documents most primary source information in MLA. | **3**<br>The project's primary source documentation is spotty or inconsistent. | **2**<br>There is a lack of documentation for primary sources. |

Total pts: 30