Ethnographic Video
Lesson Plan
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The purpose of this activity is for students to create a short interdisciplinary video or Proof-of-learning (POL) explaining why they feel a particular event is important to their lives or to the lives of those who participated in the event. This POL could be developed culminating a field trip, an lesson in a history class, or an event in the lives of their family. Proof-of learnings are best created in a collaborative process among teams of students. There should be several revisions and the final products should be shared with the world using social media. Most video editing programs available for smart phones today are capable of subtitles as well as voiceovers. By encouraging students to develop their products using two languages enhanced authenticity is a very real possibility.

Materials needed: A smart phone with a video editing app installed. Students should use their own smart phones where ever possible. When students use their own devices teachers are free from the need to teach the “technology” to their students. In case some students don't have a smart phone let them collaborate with a student that has one. Many students from the third-grade up will have created videos for social media. This allows the teacher to focus on helping students with the quality of the story and the academic process not the technology. It is optimal if the teacher has a presentation system in his / her classroom which can be connected to the Internet.

In advance: the teacher will decide the theme and scope of the lesson, calendar timeframes for each milestone, decide on group size and how students will be assigned to each group (optimal group size is 3) Develop a list of possible topics for the videos. Develop a rubric evaluating the videos.

Getting started: the teacher will open the lesson with a discussion of the basics of the event. Do not go into too much detail. Students will then use their smart phones to conduct Internet research about the particular event. Have students capture relevant content, pictures and video clips about the event. They may also record interviews with people who were either involved or were affected directly by the event. As students find information the teacher will encourage class discussion about the information they have uncovered. Encourage students to dig deeper into areas of interest.

Once students have developed personal information and interest about the lesson the teacher introduces the possible list of POL topics to the class and solicits additions to the list.

Project milestones:

• **Milestone one:** students choose the topic for their video. Teachers record which topics students have chosen to ensure that all topics are covered.
• **Milestone two:** students provide the teacher with an outline of the content of their video.
• **Milestone three:** students share with the teacher and group a rough cut of their video as it is being developed. This presentation is soliciting revisions and ideas to make the product better.
• **Milestone four:** students share the final cut with their teacher.
• **Milestone five:** students present their final video to the class for evaluation and grading.
**Scoring the project:** at milestones two through four a grade can be awarded based on the rubric that was prepared for the POL. For milestone five it is more powerful if the whole class participates in the evaluation process.

**Post project activity:** have students decide which videos portray the aspects of the event in the most powerful way. Have them develop a website with links to these videos so the world can understand what they have learned.

Here are some examples of student created videos that are presently available on the Internet. Feel free to share these videos with your students.

These QR codes can be read from your smart phone. Go to either the Apple App store or Google Play and search for a QR code reader. QR codes are an excellent way for student work to be shared with other students, teachers and parents.

This is a PLO is about the California gold rush. (4th Grade)

6th graders create a dual language video.

My family’s “Thanksgiving traditions”, (2nd grader)