

## End of Module 3 Museum Project

Throughout this module, you have been learning about American Indian boarding schools. Despite their legacy and impact, these schools have been neglected in traditional narratives of American history. To honor those who experienced this injustice, you will create a “Virtual Museum” exhibit called Voices of American Indian Boarding Schools. This virtual museum is meant to amplify the voices of the survivors of the boarding schools.

### **Part 1: Picking out the Survivor: (Due Wednesday March 1, 2020)**

**Directions:** Pick a survivor from the list of options provided. Write a synopsis over the survivor using the guiding questions below.

#### **Guiding questions:**

What is the synopsis of this narrative? (key ideas)

How did the survivor make you feel?

What are some powerful key phrases and words in the narrative that show how the survivor felt?

- List out these words and phrases and the feelings associated with them.
- How did these words and phrases make you feel as the reader of these survivors?

### **Part 2: The video Project Due Friday March 10, 2020**

**Directions:** After picking one of the survivors, complete the following project below.

- You will record yourself acting as if you are the survivor you selected, using Flipgrid. (Flipgrid is a video recording program.)
- Then you will write a letter to the survivor, and read what you wrote to the survivor in your video.
- The video will need to be 5 minutes total.

#### **What you will need:**

- Flipgrid (This is where you will record your video. You will be given a link or code for access.)
- A script to prepare what to say, including the selected text.
- A letter written to the survivor, in response to the selected text.

#### **Guiding Questions for the survivor Portrayal:**

- What does your audience need to know about the survivor?
  - Who is the survivor?
  - Where did the survivor go to school?
  - What happened to the survivor at school? What did he or she go through?
  - How did he or she handle what happened to them at the school?
  - How did going to this school affect him or her for the rest of their life?

#### **Guiding Questions for your letter to the Survivor:**

- How did their narrative/text affect you?
  - How did you feel when you read the narrative?
  - What do you want him or her to know about how you feel they were treated?
  - What are you going to do as an American citizen to make sure this type of history is never repeated?

Project Rubric:

	1- Limited	2- Developing	3- Proficient	4- Distinguished	5- Accomplished
<b>Portrayal of Survivor</b>	-Limited knowledge of the survivor	-Limited knowledge of the survivor -Who is being portrayed	-Limited knowledge of the survivor -Who is being portrayed -What happened to them.	-Who is being portrayed -What happened to them. -How they responded to what happened to them.	-Who is being portrayed -What happened to them. -How they responded to what happened to them. -How did this affect them.
<b>Letter to Survivor</b>	Student did not write a letter	Student's letter did not address the survivor	Student's letter addressed the survivor, and student expressed how they felt after reading the narrative	Student's letter addressed how they felt and how they were affected by how the survivors were treated.	Student's letter addressed how you felt, how the survivor was treated and what you will do to make sure history doesn't repeat itself.
<b>Presence of video quality</b>	-video was under 3 minutes -No camera presence	-video was under 3 minutes. -Camera presence was minimal	-3 minute video - Camera presence however not talking clearly nor conveying the feelings towards the survivors letter	-4 minute video - Camera Presence (looking at camera, sitting or standing in front of camera) - Portrayal of survivor but nothing is conveyed about letter to survivor	-5 minute video -On camera presence (looking at camera, sitting or standing in front of camera) -talked clearly at an appropriate pace. - Portrayal of survivor and letter to survivor is conveyed