

Making an *Immigrant Story*

with immigrantstories.umn.edu

CURRICULUM FOR ENGLISH LANGUAGE LEARNERS



**Immigration History
Research Center**

UNIVERSITY OF MINNESOTA

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Learning Objectives

Students will use the *Immigrant Stories* website [<http://immigrantstories.umn.edu>] to create a digital story (a brief multimedia video made from a combination of images, text, and audio) about a personal or family immigration experience.

Goal

Creating a 3-5 minute video from an original story, voiceover, and still images

Level

High intermediate through advanced English learners (WIDA levels 4-6)
Suitable for high school students through adult learners

Key Skills

Writing a coherent personal narrative for an unfamiliar audience

Writing a story about a topic and adding appropriate details

Creating a narrative of past experiences

Using digital media- including audio, images, and text- to add evidence and interest to writing

Basic video-editing skills

Guiding Questions

What are some common immigrant stories?

Who tells immigrant stories?

What changes when immigrants and refugees are given the opportunity to tell their own stories?

How does someone choose just one story out of a lifetime of stories?

What is the purpose of the story that I want to tell?

How will I tell it?

How to Use this Curriculum

Immigrant Stories is a digital storytelling and archiving project run by the University of Minnesota's Immigration History Research Center (IHRC). Our goal is to collect, preserve, and share stories about immigration, race, ethnicity, and identity in the past and present. This curriculum enables teachers of English language learners to assign *Immigrant Stories* as a project using our website: immigrantstories.umn.edu.

Each student will create a 3-5 minute digital story about a personal experience using the website. This curriculum includes everything you need to assign the project: a four-week schedule, lesson plans, a grading rubric, and student handouts. The handouts include information about writing, basic instructions for audio and video editing that correspond with the website's tutorial videos, and worksheets to help students stay organized.

Immigrant Stories provides an opportunity for students to practice their language skills and develop computer and multimedia skills. The project's emphasis is on writing as students create and revise a personal narrative. Students will also practice their English pronunciation while they prepare their voiceover. Students will practice reading their story aloud, alone and with a classmate, before making an audio recording of themselves. Students will speak with classmates as they discuss example *Immigrant Stories* videos, share their own story ideas, and give their peers feedback. Students will read their classmates' story drafts and consult simplified instructions for writing and video editing.

Immigrant Stories trains student to make a simple video from an audio voiceover, still images, and a few special effects. Students will learn basic audio and video editing skills. Teachers are frequently concerned that they lack the technical knowledge to assist their students. However, we have found that students are largely self-sufficient after their initial training and can complete the project by referring to the website's tutorial videos and handouts.

Students benefit from continuous feedback, especially students with lower levels of language proficiency or fewer computer skills. You may assign peer review throughout the project. If your school has classroom assistants, student teachers, or volunteers available, invite them to help your students- as long as students are comfortable sharing their stories around them.

If you use *Immigrant Stories*, please let us know! You can contact us at ihrc@umn.edu.

About the Website

Students make their entire digital story, from the writing stage through video editing, within the *Immigrant Stories* website: immigrantstories.umn.edu. The free website incorporates *Immigrant Stories*' digital storytelling training and includes access to WeVideo, an online video editing software. The website also contains five brief tutorial videos that provide clear guidance for each step. Each video has English closed captions that may be turned on to assist students' comprehension.

Using the website only requires a computer or mobile device connected to the Internet. Students save their work within the website, so there is no need to purchase special software or use the same computer every class period. We recommend that students have access to a microphone and a quiet room to record their voiceover.

Students can use the website on mobile devices, but WeVideo will not launch on smartphones and small tablets. Students will have to switch to a computer or larger device. If a student has previously used WeVideo, they cannot use the same email address to create an account on the *Immigrant Stories* website. We recommend using Mozilla Firefox or Google Chrome. Web browsers should be updated for best results.

Please note that teachers cannot see students' work in progress or access their accounts. Students must print their stories in order to share them with others. When students finish creating their video, they can download the video file. We suggest that students share their videos with you through Google Drive or a similar cloud storage service.

The IHRC encourages – but never requires – students to add their stories to the *Immigrant Stories* collection. (See the next page, "About *Immigrant Stories*," for more information about what sharing a digital story means.) Only students who are at least 18 years old, or at least 15 with a parent or guardian's permission, may do so. After students export their video, they can share it by completing two simple forms in the website's final step (Step 7 of 7).

About *Immigrant Stories*

Founded in 1965, the Immigration History Research Center (IHRC) and its partner, the IHRC Archives, are North America's oldest and largest interdisciplinary research center and archive of immigrant and refugee life. The IHRC launched the *Immigrant Stories* project in 2013 to collect, share, and preserve contemporary immigrant narratives through digital storytelling.

A digital story is a 3-5 minute video that tells a personal story. The core of an *Immigrant Story* is a 300-500 word story about a personal or family immigration experience. Participants write their own story, record an audio voiceover, and select images and media (such as personal photos, family documents, home videos, and original music) to create a brief video. A digital story is not an interview or a life history. It is a single, carefully-crafted story. For examples, watch the digital stories in the *Immigrant Stories* collection: <http://z.umn.edu/iscollection>

The IHRC chose digital storytelling as our methodology because it gives participants complete control over how their story is told. We encourage participants to recount a story that they feel comfortable sharing publicly and would like preserved for future generations. While the project cannot accept anonymous submissions, participants control how much personal information they include in their video.

The *Immigrant Stories* website [<http://immigrantstories.umn.edu>] provides free tools and training that enable anyone to make their own video. Five brief training videos break the process down into small steps and demonstrate how to use the website and its video-editing software. We teach users to make a simple video consisting of an audio voiceover, still images, and a few special effects. Our training provides enough guidance for anyone to make a polished video without being overwhelmed by technical information. Users with previous video-making experience are still able to make more elaborate videos, even though the training videos do not address advanced techniques.

We define "immigrant" broadly. We firmly believe that there is no one way to tell an immigrant story, because there is no single story that represents all immigrants and their histories. Our collection contains stories from first-generation immigrants and refugees – that is, people born outside the country where they currently reside – as well as stories created by their children and grandchildren. *Immigrant Stories* have been created by international students, transnational adoptees, and people who might not feel that their experiences fit a particular (or just one) category.

The IHRC believes that these digital narratives are important primary sources for teaching and research, both now and for future generations. Therefore, all stories submitted to the *Immigrant Stories* collection will be professionally preserved in the IHRC Archives. The digital stories are also discoverable through the Minnesota Digital Library and the Digital Public Library of America. Through these online libraries, the public can explore the *Immigrant Stories* collection alongside the collections of many other libraries, archives, and museums. All *Immigrant Stories* are also shared under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Four–Week Project Schedule

Students will spend four weeks creating their digital stories through a series of smaller assignments. This schedule assumes that students are in class five times a week for 50 minutes. However, you can adapt this schedule as long as you keep proportional distance between assignments. The schedule includes time for students to revise and improve their work based on your comments. Writing and technical instruction are broken down into five lessons, provided on pages 8-12. All other days are work days. We recommend beginning each work day with a warm-up activity from page 7.

Week One

Day One: "Lesson One: Project Introduction."

Day Two: Work Day: Students discuss their story ideas in small groups.

Day Three: "Lesson Two: Writing Your Story."

Day Four: Work Day: Students continue writing. Story topic due.

Day Five: Work Day: Students continue writing.

Week Two

Day One: Work Day: Students continue writing, aiming for 300-500 words.

Day Two: Work Day: Students continue writing and revising. Optional peer review of drafts.

Day Three: "Lesson Three: Making a Storyboard and Finding Images." Story drafts due.

Day Four: Work Day: Students work on their storyboards and finding images.

Day Five: Work Day: Students continue working on their storyboards and finding images.

Week Three

Day One: Work Day: Students get their story drafts back today. Students revise their writing and storyboards, if necessary.

Day Two: "Lesson Four: Recording a Voiceover." For the rest of the class, students should practice reading their stories out loud, alone and with a partner. Storyboards due.

Day Three: Work Day: Students practice reading their scripts, recording their voiceovers, and editing their voiceovers in WeVideo.

Day Four: Work Day: Students practice, record, and edit their voiceovers in WeVideo.

Day Five: Work Day: Students get their storyboards back today. Students discuss their storyboards in small groups.

Week Four

Day One: "Lesson Five: Editing a Video with WeVideo."

Day Two: Work Day: Students edit their videos in the *Immigrant Stories* website.

Day Three: Work Day: Students continue editing.

Day Four: Work Day: Students continue editing. Optional peer review of videos in progress.

Day Five: Final Videos Due. In-class screening of student stories (with student permission).

Warm–Up Activities

Students should begin each work day by watching a digital story from *Immigrant Stories* collection and completing a brief speaking or writing activity. Watching other videos exposes students to the range of ways to tell an immigrant story. These activities can also keep students engaged with one another, particularly during the project’s later, more technical stages. Use and adapt the prompts below or create your own.

You may select a digital story each day, or you may allow students to decide. All videos in the *Immigrant Stories* collection are available online with their transcripts: <http://z.umn.edu/iscollection>.

You may prefer to choose a story from a smaller, curated list. The digital exhibit, "Stories for the Classroom," contains several dozen digital stories that help students learn about immigration in the past and present. They are organized by topic and are accompanied by a brief description. View the exhibit here: <http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/classroom>

This activity should last approximately 10 minutes.

Option 1: In pairs, students verbally summarize the story and discuss their favorite part.

Option 2: Students describe two important images in the video and write about why they think that the images were included.

Option 3: Students write two questions that they would like to ask the person who made the video. Discuss the questions with a partner.

Lesson One: Project Introduction

Learning Outcomes: Students will learn how to analyze a digital story and how to choose a topic for their own *Immigrant Story*.

Student Handouts: "Steps for Making Your Immigrant Story," "Watching *Immigrant Stories*," "Writing Assignments"

Tutorial Video: "Video One: What should your story be about?" Available from this playlist: <http://z.umn.edu/istutorials>

Vocabulary to Pre Teach: digital story, account (in the context of a website), tutorial

Assignment: Topic Assignment. (Note: The topic assignment is not part of the website.)

Watching *Immigrant Stories* (25 minutes)

Students will watch any two of the *Immigrant Stories* on the website's homepage: <http://immigrantstories.umn.edu>

In pairs or small groups, students will complete the handout "**Watching *Immigrant Stories***" for each story. When students finish, discuss their answers as a class.

Choosing a Story Topic (25 minutes)

Explain that students will use the *Immigrant Stories* website to make their own digital stories. Give them the handout "**Steps for Making Your Immigrant Story**" to provide an overview of the project. Demonstrate creating an account, answering the questions about making a story, and stop on the page labeled "What kind of story will you write?" Explain that there are many ways to tell a personal immigration story, but they will tell just one short story. *Immigrant Stories* suggests four possible story topics: 1) a journey, 2) family, 3) an important object, or 4) identity and place in society. Students may explore the topics and sample stories on the website, or you can give them the "**What Do I Write About?**" handout.

Give students the "**Writing Assignments**" handout. For the next few days, students will work on the Topic Assignment: one paragraph identifying their story's main idea. They may also explain images, audio, or other creative choices they may use, but their focus should be on the story's central message. You may also show students the website's first tutorial video: "Video One: What should your story be about?"

Homework:

Students should brainstorm their story topics. They will discuss their ideas in small groups tomorrow and give each other constructive feedback. Topics are due two days from now.

Lesson Two: Writing a Story

Learning Outcomes: Students will learn how to write their own story using the *Immigrant Stories* website.

Student Handouts: "Writing Assignments," "Topics and Writing Prompts for a Personal Story" (optional), "Helping Someone Else Tell Their Story" (optional)

Tutorial Video: "Video Two: Tips for writing your story." Available from this playlist:
<http://z.umn.edu/istutorials>

Assignment: Story draft (300-500 word draft of the written story)

Writing Assignments

Introduce the story draft assignment, explained in the **"Writing Assignments"** handout. If students choose one of the website's four story topics, they can answer questions from a list to help them start writing. (If they choose the fifth option, "I know what I want to write," there are no prompts.) You may want to give students the **"Topics and Writing Prompts for a Personal Story"** handout so that they can see all the topics and questions at once. You can also show the website's second tutorial video about writing: "Video Two: Tips for writing your story."

Good writing is the most important part of making an effective digital story. Students should craft a cohesive story with a beginning, middle, and end rather than list a series of events. Selecting a title as they write may help students develop a core message to structure their writing. Emphasize that students will read the story out loud later to record their voiceover, so it is important to write simply. They are not providing an interview transcript or dialogue like a movie. Students will receive feedback on their draft, so writing should be revised at each stage.

We encourage students to tell their own stories, even if they themselves are not immigrants, whenever possible.

If there is time remaining, students may begin writing their drafts in class.

Lesson Three: Making a Storyboard **and Finding Images**

Learning Outcomes: Students will learn how to create a storyboard to plan their video, select high-quality images (using Creative Commons if necessary), and provide citations in end credits.

Student Handouts: "Sample Storyboard: Mohamed Boujnah," "Tips on Sound and Images," "Using Creative Commons," "End Credits Worksheet"

Tutorial Video: "Video Four: How to select your images." Available from this playlist:
<http://z.umn.edu/istutorials>

Vocabulary to Pre Teach: storyboard, copyright, permission, public domain

Assignment: Storyboard

Storyboarding to Plan Video Production (20 minutes)

Creating a storyboard is an optional step and is not part of the website. But a storyboard helps students stay organized and get feedback on their video's design before they begin editing. Students create a simple storyboard by making a table with two columns. One column displays the written story. The other column lists the images, music, video clips, text, etc. that will appear onscreen with each line of the story.

Distribute "**Sample Storyboard: Mohamed Boujnah.**" Watch Mohamed Boujnah's *Immigrant Story*: <http://z.umn.edu/mohamedb> Use Mohamed's storyboard to demonstrate how students will make a storyboard and plan their entire video before beginning the editing process.

Using Creative Commons (30 minutes)

Show "Video Four: How to select your images" or discuss best practices for sound, video, and images using the "**Tips on Sound and Images**" handout. It is best for students to use images and audio clips that they own because of copyright restrictions. But if they need additional media, students should search for media with a Creative Commons ("CC") license via <http://creativecommons.org/>

Students must cite any images, music, or video clips they use and do not own. Students should keep track of this information with the "**End Credits Worksheet**" and display it in credits at the end of their videos.

Optional Class Activity:

The class picks a place or object (ex. Los Angeles, airplane, etc.). Students find three Creative Commons-licensed images, write down the citation information, and share what they wrote.

Lesson Four: Recording a Voiceover

Learning Outcomes: Students use the WeVideo program in the *Immigrant Stories* website to record and edit a simple audio file (voiceover)

Student Handouts: "How to Record a Voiceover Using WeVideo," "Tips on Sound and Images"

Tutorial Video: "Video Three: How to record your voiceover." Available from this playlist: <http://z.umn.edu/istutorials>

Vocabulary to Pre Teach: voiceover, software, icon

Assignment: None at this stage. The voiceover is part of the digital story.

Audio Demo

Explain that a voiceover is an audio recording of the student reading their entire story out loud. Show students "Video Three: How to record your voiceover," or give your own demonstration using the guidelines in the handout "**How to Record a Voiceover Using WeVideo.**"

Students should use a microphone for best results. It makes a significance difference in audio quality. Emphasize that recording under ideal conditions (no background noise, practicing before recording, using a microphone) produces better results than trying to edit a sloppy recording.

Students need to record their voiceover in a separate, quiet room.

Practicing

Students should practice reading their stories aloud, alone and later with a partner, before recording. Stress that it is normal for students to be nervous, but practicing several times will make them more confident when they record and they will make fewer mistakes. Practicing also gives them the opportunity to work on pronunciation. If students repeatedly make the same mistake, they should consider revising the sentence make it easier to read.

Lesson Five: Editing a Video with WeVideo

Learning Outcomes: Students will learn how to record and edit video using the WeVideo program in the *Immigrant Stories* website.

Student Handouts: “Making a Digital Story with WeVideo”

Tutorial Video: “Video Five: How to put your video together in WeVideo.” Available from this playlist: <http://z.umn.edu/istutorials>

Vocabulary to Pre Teach: upload, adjust, zoom, export

Assignment: Final digital story

Note: *Immigrant Stories* trains student to make a simple video with an audio voiceover, still images, and a few special effects. Our training is enough for students to make a polished video without being overwhelmed by technical information. We do not teach students how to record video files and edit video clips because these skills are more technically difficult and require greater proficiency to produce high-quality results. However, if students have previous experience or wish to experiment on their own, they may do so.

Video Editing Demo: Show students “Video Five: How to put your video together in WeVideo.” We recommend showing this video because it is a concise way of providing technical training. Showing students the video increases the likelihood that students will refer back to it on their own to solve their own technical questions. Students can follow along (and read written directions) with the “**Making a Digital Story with WeVideo**” handout. If you choose to do your own editing demonstration instead, make sure to cover uploading files into WeVideo, arranging photos in the timeline, adjusting their time on screen, animation (i.e. zooming in and out), adding text and background music, and exporting the final video.

How to Submit Digital Stories: Explain that students can download their video file from the *Immigrant Stories* website when they finish exporting their video in WeVideo. Students should press the “Download Video” button and then upload their video file to Google Drive or another cloud storage service to share it with their teacher. Students may also preview their video and press the “Edit Video” button and return to WeVideo to make changes.

Sharing a digital story with the IHRC’s *Immigrant Stories* collection is optional and can only be completed by filling out two short forms on the website. Therefore students cannot accidentally share their story. If they choose not to share, no one, including the website’s administrator, can view their video. Students must be 18, or 15 with the permission of a parent or guardian, to share their stories. But all stories are important, so please encourage students to add their completed video to the *Immigrant Stories* collection!

Grading Rubric

Use this sample rubric if you are unsure how to evaluate the creative and technical component of students' work.

Category and Comments	Excellent	Good	Satisfactory	Needs Improvement
Story topic	Establishes a topic and message early on, maintains a clear focus, and communicates the topic creatively.	Establishes a topic early on and maintains a clear focus throughout the story.	There are a few lapses in focus, but the topic is fairly clear.	It is difficult to determine the story's topic.
Written Story	The story is well-paced and an appropriate length. The story has a beginning, middle, and end. It is compelling and told creatively.	The story is coherent, well-paced, and the appropriate length (3-5 minutes).	The story is the appropriate length but needs more editing. It may lack necessary details, be repetitive, or drag at times.	The story needs extensive editing. It is either too long or short. It lacks necessary details or is unfocused.
Audio	Voiceover is clear and consistently audible. If music is used, it enhances the story's mood and matches the storyline.	Voiceover is generally clear but includes some mistakes or background noise. Music matches the story's mood but may be too loud at times.	Voiceover is sometimes hard to understand due to mistakes or noise. Music is distracting or almost drowns out the voiceover.	Voiceover is missing or inaudible due to poor quality or loud background music.
Images	All images are high quality and mostly or entirely original. Images are used creatively and add depth to the story.	Images are good quality and match each part of the story.	Some images are pixelated or poor quality. Images are sometimes unconnected to the voiceover.	Most images are pixelated, watermarked, and/or unconnected to the story.
Credits and Citations	Credit screen lists all contributors and provides full citations for media not owned by video's creator. All media is used with permission.	There is no "in between."		Citations are incomplete or missing. Images, sound, or video clips are used in violation of copyright.

Steps for Making Your *Immigrant Story*

Step One: Choose a Topic

Choose a topic. Write one paragraph identifying your story's main idea and some of the images, audio, video, or text you may use.

Step Two: Write a Story

Writing a good story is the most important part of creating your *Immigrant Story*. You should write 300-500 words, which will produce a story of 3-5 minutes when read slowly. Write your story in the *Immigrant Stories* website and print out a copy for your teacher.

Step Three: Plan Your Story

You will create a simple storyboard to organize and plan your entire video before you begin recording and editing later. Making a storyboard saves time in the long run. See "Sample Storyboard: Mohamed Boujnah" for an example.

Step Four: Find Images and Sound

Collect any photos, documents, music, etc. that you want to use in your video. It is best to use things that you own, but if you need more, search for photos and music with a Creative Commons ("CC") license, a special copyright license, at <http://creativecommons.org/> Use the "End Credits Worksheet" to write down all Creative Commons-licensed items that you include. You will write this information in credits at the end of your video.

Step Five: Put It All Together

You will record your voiceover and create your video in the *Immigrant Stories* website using editing software called WeVideo. You will make your voiceover by reading your story in a quiet room and recording it with WeVideo using a microphone. To put your video together, you will import all your images into WeVideo and put them in order by following your storyboard. You may also add effects or background music. When you are done, press the "Finish" button to export your final digital story as an MP4 video file. You can download the video file and share it with your teacher in Google Drive or another cloud storage service.

Step Six: Share Your Story

You may choose to share your story with the Immigration History Research Center. To do so, press the "Share My Story" button after you export your video. You will complete two short forms on the website. You can write to the IHRC staff at ihrc@umn.edu with questions.

Tip: Watch *Immigrant Stories'* five brief tutorial videos for help as you work in the website. You can also watch them on this playlist: <http://z.umn.edu/istutorials>

Watching *Immigrant Stories*

Name of the digital story:

Summarize the story.

What is the story's main message?

How does this video use photos, music, or words to help tell the story? Do you think they are effective? Why or why not?

What would this digital story tell people in the future about immigration?

Why do you and your classmates think it is important to tell and share personal stories?



Photo from Thiago Heilman's *Immigrant Story*

Writing Assignments

Assignment One: Topic Statement

Assignment: You will write one paragraph identifying your story's main idea and some of the images, audio, video, or text you may use. Read the handout "What Do I Write About?" for ideas and examples.

The topic is your choice. There are many kinds of "immigrant stories." Other stories have been made by immigrants, refugees, and international students as well as students who shared their family's immigration stories. Students have written stories about being the child of immigrants and about their cultures. Some people have described important objects like photographs and clothing. Other people have told stories about adoption, living in other countries, learning a language, experiencing racism, special foods and traditions, and music.

You will not complete this assignment in the *Immigrant Stories* website.

Assignment Two: Story Draft

Assignment: Write your full 300-500 word story.

Instructions: The most important part of making your *Immigrant Story* is writing a short story. You will make an audio recording of yourself reading this story later to create your voiceover. A 300-500 word story will be 3-5 minutes long when read slowly.

You will write your story in the *Immigrant Stories* website. You can print out a copy of your story and give it to your teacher. Do not press the website's "Continue to WeVideo" button until you get comments back from your teacher and make changes. Once you press this button, you will not be able to edit your writing.

Tips: Remember that you are writing a story for an audience. Your story should have a beginning, middle, and end. Stay focused on your main idea. Your audience is unfamiliar with your story, so do not assume they know background information. Be descriptive instead of just writing a list of events, but make sure all details are relevant to your topic.

What Do I Write About?

You can write about any personal or family immigration experience. If you need help getting started, consider using one of our four story topics and writing about 1) a journey, 2) family, 3) an important object, or 4) identity and place in society. There are links to example digital stories below. The *Immigrant Stories* website provides writing prompts for each topic. The website requires you to answer at least three of these broad questions, but you can answer more if you like.

A Journey

Saengmany Ratsabout describes his family's refugee journey.

<http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/508>



Family

In this trilingual story, Natasha Reika Gomez recounts her family's immigration stories.

<http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/572>



An Important Object

Renita Sebastin talks about her mother's wedding saree.

<http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/506>



Identity and Place in Society

Eman Elbaeh reflects on the challenges of adapting to a new life in the United States.

<http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/665>



Topics and Writing Prompts for a Personal Story

1. A story about a journey

- a. Describe the place or places where you grew up. What was your life like there?
- b. Why and how did you leave? Where did you go?
- c. Who came with you? Who did you leave behind? Why?
- d. What did you bring with you? What did you leave behind? Why?
- e. How did you feel when you left?
- f. Describe how your life is different where you live now.
- g. Add something else.

2. A story about family

- a. Describe the members of your family and their relationships.
- b. How did some of your family members meet?
- c. Where has your family lived? Did you always live together?
- d. What important experiences has your family shared? How did each person feel about these experiences?
- e. How has your family changed over time?
- f. What do you want your family to know?
- g. Add something else.

3. A story about an important object

- a. Describe the object.
- b. How did you get this object?
- c. What does this object mean to you?
- d. What people or experiences does this object make you think of?
- e. What role has it played in your life?
- f. How has its importance to you changed over time?
- g. Add something else.

4. A story about identity and place in society

- a. Who are the people who have most influenced your life and how have they affected you?
- b. Where have you lived and how have those places affected your life?
- c. What are the experiences that have most influenced you and why?
- d. What do you want others to understand about you and your life?
- e. Add something else.

Sample Storyboard: Mohamed Boujnah

Media, Text, and Effects

Story

Title slide: "Med Khalil Boujnah Presents: Immigration Story"	One of the main struggles that immigrants face and have always faced is learning how to get around in a new country.
Picture of me reading a map on the University of Minnesota campus	When I first came to America, I had a very hard time getting around. In Tunisia, where I was born, I was not used to walking everywhere, reading maps, or taking public transportation.
Map of Tunisia	In Tunisia, people do not use maps or GPS. The greater Tunis area which is urbanized,
Picture of buildings in Tunis	is less than 100 square miles, in comparison to the Minneapolis-Saint Paul urban area, which is over 1,000 square miles.
Picture of a street in Tunis	The small urban size of Tunis makes it easier for citizens to have mind maps and use reference points when giving people directions.
Picture of Coffman Union on the University of Minnesota campus	Here in the Twin Cities, it is much harder to do that, so paper or digital maps are used.
Picture of two streets signs in Minneapolis	When giving directions in Tunisia, they tell you the name of the street and what is close by. Here, in the U.S., people give you the cross streets and show you a map.
Picture of me pointing to a map and asking someone for directions	This was a major problem, since when I first came to America, I did not know how to use a map.
Picture of me standing alone on a street corner in Minneapolis, looking at a map	Unfortunately, I was too shy to tell people that I did not understand maps. For a time, I carried a map around since people would reference it so often,
Picture of me throwing a crumpled up map into a trash can	but I ended up disposing of it, since I still did not understand how to use it and asking people was much easier.
Picture of a bus in downtown Minneapolis	Taking public transportation posed another struggle. I did not know the names of the streets or the bus stops,

	but I knew some landmarks around Minneapolis to help me navigate through the city.
Picture of me talking to a bus driver on a bus	I would ask the bus driver to tell me when the bus arrived near a certain landmark, but more often than not the driver did not know where that landmark was.
Second picture of me talking to a bus driver on a bus	It was hard for me to distinguish between certain buses, like the 3A, 3B. I would often get on the wrong bus and have to find my way back, which made getting around even more complicated.
Picture of me driving a car	Lastly, in Tunisia, I would drive everywhere and I knew where everything is. But here, I have no car and so I have to walk everywhere. Since at first I did not know the city very well,
Picture of me lying on a bed, looking exhausted	I would always get lost and walk for a very long time. It would cause me to become very frustrated.
Picture of an intersection in Minneapolis	When I did have a car to drive, I was not used to all of the driving regulations and rules here. My very first day of driving I got a parking ticket. Wrong way parking.
Picture of a parking ticket on a car's windshield	I did not even know that that slip of paper on my car's windshield was a fine. It was very upsetting for me to receive a punishment for something that is legal in my home country. I did not understand what I had done wrong.
Graphic of an unfamiliar road sign	It took me a while to get used to all the different rules and signs in America.
Picture of someone holding a map	After considering all of the obstacles and challenges I faced while trying to get around, it was very hard for me to assimilate to American transportation, maps, and directions.
Another picture of me standing on a street corner and reading a map	Now, after three years, getting around is way easier and I finally learned how to use maps...
Scrolling credits with the title, author, and license type for all Creative Commons-licensed photos I used	but not actually. Thank you very much for watching!

How to Record a Voiceover Using WeVideo

A voiceover is a sound recording of you reading your story like a script. You will record your voiceover in WeVideo. Follow these four tips to make recording easy.

Recording Tips

One: Use a microphone. A microphone will make you sound clearer and eliminate some background noise. You can use a simple USB microphone or a headset.

Two: Practice reading your script out loud before you record. If you keep making the same mistakes, consider changing those words. You can read your script on screen as you record by clicking the "View Script" button. If you prefer reading from a piece of paper, you can print your script too.

Three: Record in a quiet room. Make sure there are no people talking nearby and no noise from fans, lights, or your computer. If your computer is noisy, move your microphone away from it.

Four: Speak slowly and pause between sentences. If you make a mistake, stop and repeat the sentence from the beginning. You can cut out your mistakes when you are finished.

How to Record



Open WeVideo and press the microphone icon at the top of your screen. Start reading when the program counts down to zero. When you are done reading, press the stop button. WeVideo will save your file when you click on the green check mark.

Erasing Mistakes

If you want to remove a mistake at the beginning or end, trim the file by moving your mouse to the edge of the box. When your mouse changes shape, click the edge of the box and move it until you do not hear your mistake when you play the file.



If your mistake is in the middle, find the spot and click the scissors icon. Your file will split into two files but everything will sound the same. Trim the two new clips to remove your mistake.

Tips on Sound and Images

Recording Audio

- **Start with a story.** Practicing reading your story out loud before you record.
- **Record in a quiet space.** Try to avoid interruptions and noise from fans, lights, and keeping your microphone too close to your computer.
- **Avoid pops and hisses.** The letters P and S can make distracting sounds, so point your microphone slightly away from your mouth.
- **Speak slowly and pause between sentences.** The pauses will make it easier to cut out mistakes later.
- **Do your best to speak well, but edit your final audio file.** You can cut out your mistakes by using WeVideo.

Gathering Images and Music

You may use photos, video clips, and music to help tell your story.

- **Images:** Use your own photographs and documents when possible. Scan them at a high resolution so that your digital story will not look blurry when played on larger screens: at least 400 DPI (dots per inch) is best. You can adjust this setting in your scanning software.
- **Music:** Music should match the mood of your story. The volume should be soft enough to hear your voiceover.
- When you need more media to tell your story, get permission to use someone else's photos, or look for media in the public domain or shared via a Creative Commons license. You cannot use everything you find on the Internet because of copyright laws.

Finding Images, Sound, and Video with Creative Commons

- The Creative Commons website helps you find media with Creative Commons licenses on a number of popular websites, including Google Images, Flickr, and YouTube.
- To search, visit: <http://search.creativecommons.org>
 - Select "modify, adapt, or build upon"
 - Do NOT select "use for commercial purposes"
 - Type keywords into the search bar
- When you find something you want to use, write down the following information: (1) creator's name (2) name of the work (3) type of Creative Commons license
 - Ex. Paul Welmer, "Minneapolis Skyline," CC BY-NC-SA 2.0

End Credits Worksheet

Your digital story must include end credits that list any photos, video clips, or music that do not belong to you. Use this worksheet to write down the creator, title, and license.

Flickr: The names of the photo and its creator are below the photo on the left-hand side of the screen. Click on the blue "Some rights reserved" link or the "More Details" button on the right-hand side to find the license information (if it is not already displayed).

YouTube: The video's name, creator's name, and license are displayed under the video.

Google Images: Google Images can show any webpage, so you may have to read the page carefully to find the information you need. Google Images often shows results from Flickr, YouTube, and Wikimedia (where all items are in the public domain).

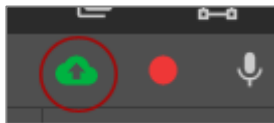
Tip: While your first search results will have Creative Commons licenses, Google's suggestions for "related images" usually do not.

Creator	Title	Type of License
<i>Example: Steve Lyon</i>	<i>"Minneapolis Skyline"</i>	<i>CC BY-NC-SA 2.0</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Making a Digital Story with WeVideo

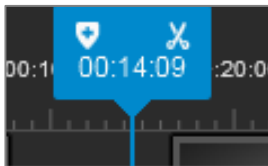
Adding Photos and Other Files

Your voiceover should already be in WeVideo's timeline, the area at the bottom of your screen. You can view the screen in storyboard mode, which is very simple, and timeline mode, where you can play multiple audio, image, and video files at the same time. We recommend timeline mode.



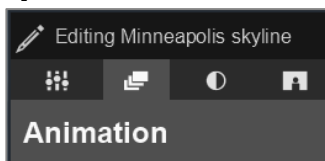
Upload your pictures and other media into WeVideo by clicking on the green Upload Media button at the top of your screen. You can add files from your computer or social media accounts.

Arranging Photos



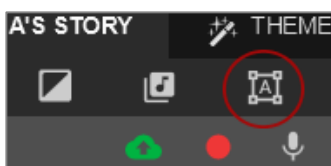
When two or more files, such as your voiceover and a picture, are stacked on top of one another in the timeline, they will play at the same time. Place your images on top of your voiceover by clicking on a photo and dragging it into the timeline. Arrange your images in order. Then set the length of time that each picture appears onscreen by clicking on the edge of the image and dragging it. A pop up window shows how many seconds the picture will play on screen.

Special Effects: Zooming and Movement



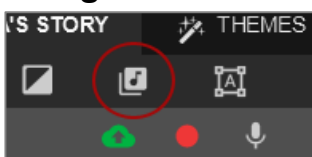
Double click on your photo and WeVideo will open an editing menu. Adjust a photo's size and position in the Transform tab. Use the Animations tab to make the camera zoom in or out on your image. Select a starting and ending point. Preview the effect by pressing the play button in the preview window. When you are finished, press the "Done editing" button.

Add Text



Click the Text button at the top of your screen and choose a template. Drag the text slide on top of an image on your timeline to create a caption, or place it at the end of your video to create end credits. Double click on the text slide to open an editing menu. Write the text you want to see and adjust its size and style.

Background Music



Drag your music file into the timeline and put it under your voiceover so that the files play at the same time. Adjust the volume of your music so that it is not louder than your voiceover.

Finishing Your Video



To export your video, press the Finish button and WeVideo will create your video file. When your file has finished exporting, you will return to the *Immigrant Stories* website. There, you can download your video file and choose to share it with the project.