

## HTST 438 Group Presentation Digital Story-telling Guidelines

### **What is digital storytelling?**

Digital story-telling presents stories of people who are often ignored in popular and well-known depictions of the past. They present the history through a biography or life story to make connections between individual lives, politics, and social change. Videos use voiceover and images to present the story. Here is a good summary: <http://elab.athabascau.ca/workshop/digital-storytelling>

Here is an example from MLA David Shepherd's series on Alberta's Black History. Note that he uses the talking head rather than voiceover. And remember, you don't have paid staff to produce a video this polished:

<https://www.youtube.com/watch?v=YYowlk8PPVI>

This project is inspired by The Heroes of the Suffrage Movement: Finish the Fight, a production on the US suffrage movement that tells this history through the biographies of Indigenous, Latinx, Black, and Chinese American women who have been ignored in popular histories of the suffrage movement to rethink history. It's a fantastic production and I recommend you watch it to inspire your work: <https://www.youtube.com/watch?v=vBI6NCs3k1c&feature=youtu.be>

### **Rethinking the History of Women's Activism in Canada**

Groups 6–10 will produce a 5–8 minute presentation focusing on an activist engaged in suffrage organizing and women's reform movements in the late 20C. Many narratives of the Second Wave of feminism find its roots in the student movement and the social protest movements of the 1960s. There is a common belief that this was a white middle-class movement. While these women were the dominant voices in the 1970s and 1980s, women from many race and class

backgrounds were drawn to feminist arguments and were also organizing in the 1970s. The purpose of this assignment is to bring their voices to the centre of the story to rethink these movements.

Each group's video will present a story board for a public history that will use a biography to challenge popular perceptions of the movement. Each group can decide which technology you are comfortable using. I realize that many of you do not have training in filming, design, and editing. (Nor do I, as is obvious in my recorded lectures!) Do your best to make it look nice, but your grade will be based on content and analysis.

Each presentation should conclude with an answer to these questions: Why is this story not known? Why should it be? How does this woman's experience challenge what we know about the feminist organizing, coalition-building, and grassroots politics?

There are three components to the assignment; each is worth 5% of the final grade:

### **Documented Research (5%)**

Annotated bibliography (2-3 sentences and may be in point form to explain why it's useful)

- 3 secondary sources (at least two peer-reviewed articles or books)
- You may use online sources and encyclopedias, but avoid Wikipedia. There are good academic on-line sources for this period and the organizations also have websites
- 2 primary sources

- *Rise Up! A Digital Archive of Feminist Activism* is an excellent place to find primary sources <https://riseupfeministarchive.ca/>
- *The ArQuives* (a community based LGBTQ2+ archives also has digital resources <https://arquives.ca/>

### **Storyboard (basically an outline) (5%)**

- List of images in the order you plan to use them
- Point form voiceover
- Aim for 4-5 images. This may be a photo of the woman/group, the primary document, or a historical image that provides context for the period.
- Make sure to include the citations – you will need this for the video

NOTE: You may submit this as 2 separate assignments or together as one document so that I can provide feedback. See the contract for due dates. Send these by e-mail.

### **Presentation (5%)**

(Submit to D2L Wednesday December 9 for viewing on December 10)

- To fill the 5 minutes, your script will be about 2.5 pages (no more than 3) double-spaced in 12-point font. This is based on the rule that 10 double-spaced pages is a 20-minute presentation. (Trust me. If I write ¼ page more, conference moderators cut me off!)
- The script should include reading excerpts from the documents.
- Music is optional – don't sweat this, but if someone in your group is into this, add it. It can be music from the time or a song from today if it complements your story. For example, music by an Indigenous artist may be the best backdrop. Be creative.

**Organizations:**

I have assigned the organizations to the groups.

Group 6: Indian Rights for Indian Women

Group 7: Congress of Black Women

Group 8: Wages Due Lesbians

Group 9: Abortion Caravan (Vancouver Women's Caucus)

Group 10: INTERCEDE for the Rights of Domestic Workers, Caregivers, and Newcomers