

I Exist Now!

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INTRODUCTION

What is identity? The *American Heritage Dictionary* defines this expression as “the distinct personality of an individual regarded as a persisting entity...the individual characteristics by which a thing or person is recognized or known.” This definition is accurate but is not proper in the context in which we live here in the southwest, an extensive area with a mixed past, present, and future. It is better to approach the concept as ethno-culture instead of identity. Every person belongs to an ethnic group and each identifies with some cultural heritage shared by people of certain national, religious and/or language backgrounds. The term ethno-culture refers an ethnic identity supported by cultural practice, tradition, and institutions.

Actually, the border population became immigrants in their own land, from the Pacific Coast to the Gulf Coast. From the beginning, inhabitants were Native Americans living in diverse areas. Later, they became vassals of the Spanish Crown in New Spain, living under new regulations, laws, and religion:

Spaniards dutifully read the *Requerimiento* before every battle that they fought. This document stated that if the enemy agreed to accept the king of Spain as their monarch and Christianity as their religion, the Spaniards would not go to war against them. Some indigenous peoples in America peacefully accepted these conditions and became subjects of Spain. Spanish rulers thus succeeded in transplanting their language, culture, religion, and legal system to a large part of the Americas. (*Parallel Histories*)

After that, they became people of The United States of Mexico, with political problems, although those territories were far away from the main administrative powers. Finally, because of The Treaty of Guadalupe Hidalgo, Mexico lost 55% of its territory, and Mexico received fifteen million dollars in trade for this huge territory. The southwest border population became U.S. citizens with a new language, new culture, and new laws again. This rich culture has moved by force from their own identity and language to a new one each time that the political map changed, with corresponding religion imposed by the conquerors. The new era started almost 170 years after Texas Independence in 1836. That is a brief period when contrasted with Spanish colonization (1519-1821) and shorter than that last era before the Spanish Conquest (? - 1519).

There is a map released when the Treaty of Guadalupe-Hidalgo in 1847, which is housed in the National Archives in Washington D.C. It shows a place named " Antigua Residencia de los Aztecas" or Ancient Home of the Aztecs. That point mentioned is located somewhere in the U.S. Southwest. That place is in Utah where the migration started to the south (Orozco).

This map incontrovertibly proves that rather than being foreigners, Mexicans (and Central Americans, who were also Nahuatl speaking peoples) are indigenous to Arizona, New Mexico, Colorado, and Utah. It also corroborates the oral traditions of Hopi, Pueblo and Lakota Indian elders -- that Nahuatl-speaking peoples are their relatives. (Gonzales and Rodriguez, “1847 Map”)

The controversy about illegal immigration from Mexico to U.S. and the alien invaders from the south is debated by Orozco, who shows archeo-astronomy research establishing relations among tribes in Utah, Arizona, Colorado, and New Mexico with Tenochtitlan (today Mexico city). If we analyze the geopolitical border between Mexico and the U.S., a great line divides the nation. The Mexicas or Nahuatl speakers from Southwest area (Cherokee Nation, Navajo Nation) to Guatemala and Honduras, the main issue is alien immigrants.

In this situation then, identity, is somewhat hard to comprehend because so many questions must be answered. For example, which identity is the real identity in a fluctuating population? Which identity is the perennial identity? Which identity is the dominant identity? You cannot be British 180 years, then Chinese for 300 years, and then be Portuguese. What are you? What do you feel? These are questions to be explored more and more deeply in order to start myriad discussions: anthropologic, social, rhetorical, economic, and political; however, a true answer may never be reached.

The border community brought their great-great grand children and relatives to public schools along the border and flooded some states where the migration pathway continues north toward Oklahoma, Tennessee, Illinois, New York, Maine, and Washington. These states have a strong Hispanic presence in their public schools and in the labor market.

Several states have changed their education policies to help preserve the language and cultural values of Hispanic students. The language is not inherently deficient in any way, but its strength is affected by internal and external factors such as location, distribution, status, norms, public service, education, and mass media. States continue to transplant immigrant identity to the regulated neo-liberal world economy and all its fierce rivalry.

The border community, called Native Americans, Mexicans, Hispanics, and American citizens includes numerous identities, or to be more precise, a mixed background. This multiculturalism results in classrooms with high populations of Mexicans, Chicanos, Pachucos, and newcomers from Latin America, who share more or less the same Spaniard-Moor legacy. It is our obligation to celebrate this situation by reinforcing and displaying these students' products. We must allow them their own voice and their own thoughts and provide them the technological tools to stamp their own identity in the classroom. The result will be better students with critical thinking skills concerning tolerance, coexistence, and respect for others.

The purpose of this unit is neither to create a conflict nor to determine one hard and fast truth. It is to take a position about the importance of ethno-culture given the opportunity through the use of technology to glorify the rich diversity that we have in our classrooms. I would like to introduce here the concept of an ethno-educator because teachers must work with a non-unique variable in the education equation, the bio-diversity in the classroom. Because we serve schools with so many circumstances, such as low income students, gangs, dysfunctional families, drugs addiction, child abuse, refugees from other countries, legal immigrants, illegal immigrants, migrants, et cetera, each student brings with him/her a background information like a fingerprint loaded with new experiences with the school socialization. Teachers must use that information to create a unified environment and utilize these little unique aspects that can identify students' identity. Elements like feelings, self-esteem, pride, elder relatives, origins, food, dance, and clothing can be collected and recorded in a digital format to be observed and analyzed by students.

The use of non-linear editing in a class setting is a strong tool that allows students to bring their thoughts to life through video, sound, and pictures. Non-linear editing is a powerful and highly engaging tool for students to share their knowledge and express themselves in the form of digital movies. Students can create a high-quality video report, demonstrating abstract concepts, such as identity to increase the relevance of self-esteem, dissimilarity, and acceptance. Students

can easily share best classroom practices with peers and can create compelling projects that combine digital video, photos, music, and even their own voice narration.

The software to be used is Microsoft Movie Maker®. With this software, any person with a creative mind can produce a video using a collection of pictures, sound effects, music, serial video titles, and animation. In addition, using the ancient and well-known tricks performed in word processing—cut and paste and drag and drop—students will be able to edit and produce a final product. This free software runs in all Windows XP® versions, and it can be played using Windows Media Player®. Those are the unique elements needed to produce and play this project. Classes will also need digital cameras, Internet access, and parents' permission for Internet use.

UNIT BACKGROUND

Appreciating Different Cultures

A typical class of American children may be in reality a microcosm of the global community. Therefore, it is a natural setting for expanding children's awareness of multicultural traditions. Many children have parents, grandparents, or other ancestors who came to the United States from different parts of the world. Students can research their ancestral background by interviewing the oldest living member of their family. Then they can present this family story in class with family pictures and objects of particular interest. Some children's parents who born in other countries may be willing to tell the class about their customs, crafts, holidays, games, etc. and serve samples of their native foods. Sharing like this helps everyone develop respect for all nationalities and cultures.

The Cosmic Education coined by Dr. Maria Montessori one hundred years ago is accurate today, the goal of Cosmic Education is to guide the child toward an initial examination of the question "Who am I?" This seemingly simple question is actually one of the most profound metaphysical questions we can pose about the nature of life and self.

If children ponder this query, their first answer is likely to be their name. With a little coaxing, they might add their gender or nationality, a boy/girl scout, a soccer player, etc. However, there are hundreds, even thousands, of others who meet this description, even down to their name. What makes this child different or special? The child's answers are the beginnings of a search for an identity, something to define who the child really is as a member of the community and as an individual apart from everyone else in the world. They are an attempt to capture the individual at the present moment of time. This attempt to define the child intimately joined with two other aspects of the child's identity, representing the past and the future.

The "Who am I?" question is really three questions in one. The other two parts of the question are, "Where do I come from?" and "Why I am here?" (Or "Where am I going?") The first of these, which relates to the child's past, constitutes part of his present identity in the form of ontological and historical memory. It is the part of identity, which comes from ancestry in the broad sense of that term. The latter question, which relates to the child's future, makes up part of his/her identity in the form of a life-related goal of contribution to the universe.

The Background Differences and the Unit

During this month-long unit the children, with the help of their parents, will interview a grandparent or someone older about what life was like when the elder was growing up and what kind of objects he or she used in daily life. Teachers and students will compare their findings with current students and then create a storyboard draft. The students also will make Windows Movie Maker® short videos about their favorite objects: memoirs to share with their families. The purpose of this unit is to learn about the objects and elements that can create identity as well as to

learn about family history and share what has been learned through speaking and writing. In order to learn about the past, students need to rely on memories that people have of events and places.

As an introduction to the concept of identity and memory, the teacher will read an excerpt from the book *First Day in Grapes* about a child named Chico, who came to this country to live with his parents in a migrant camp to pick grapes in California:

“Get up, Chico. Pronto,” Mamá called as her hands patted the tortillas she was making for the family's meals. “You can't be late your first day. Andale. Let's go.” He'd had so many first days -- first days in artichokes, first days in onions, first day in garlic. Now his first day in third grade would be in grapes... During the pledge of allegiance, Chico felt goose bumps on his arms. The pledge made him feel proud to be an American, even though some people treated him like a foreigner. (Pérez 2, 14)

This book will help to introduce the idea of home relations with his uncles and grandfathers within the family, and the way that Chico builds his environment both in home and at school as a newcomer in an established classroom. With this introduction, teachers and students will talk about how they could help their grandparents or an older person remember their favorite objects.

Those are some important questions about the favorite elements, food, objects, smells, etc. that elders could tell students and help them to connect their past with the present and begin to create a story board with elements from the family.

Elements and Artifacts Used on a Daily Basis

In computer class we are going to learn about artifacts, moments, memoirs, and how to remember them. We also need to know that we can learn from our elders because they used those elements before us. For this project, students will need to interview a grandparent or someone who is older. Parents must help students to ask questions to get experience interviewing. Parents or grandparents may record or write the answers. Some sample questions for such an interview might be:

- What was your school experience like?
- What year were you in fourth or fifth grade?
- Where did you live when you were in fourth or fifth grade?
- What city and state did you live in? Or what country?
- What did you do for fun in fourth or fifth grade?
- What was your favorite object, food, or music at that moment?
- How do you remember things?

Students would also be encouraged to include a picture of the person interviewed when that person was in fourth or fifth grade, if possible, along with a picture of the person now, if available. Pictures will be returned to the parents.

Teachers and students also will make a list of strategies that people use to remember things. The assignment will be for the students to interview their grandparent or an older adult. The students would also ask the person interviewed how he or she remembered each item, so teachers and students could get more ideas for the list. An interview form will be sent home with the students to help them remember what questions to ask and for recording their answers. The forms will be returned as the students complete each interview. The teacher will explain the project to parents at conferences so they will have a better understanding of the process. When the forms and photos are returned to school, the teacher will scan the photos and return them the same day, and write thank you notes for sharing their memories and pictures.

Gender roles are also important in this unit because different feelings about these roles can influence the final product. The teacher must initiate conversations and questions about gender

roles and the perceptions of appropriate behavior and activities. Through these conversations and questions, the teacher can be instrumental in helping the students reflect on gender expectations. Such reflection can lead to an appreciation and implementation of gender equity, and can enable students to begin to challenge the inequities they find in the real world.

In order for students to successfully complete this unit, they will need access to a computer lab with the following:

- digital still camera for the children to use, with extra batteries for the cameras on hand,
- digital video camera to record interviews, wireless microphone,
- cables to connect the cameras to the computer,
- tripod for the digital video camera, and
- PC computer with Windows XP®, Windows Movie Maker® software, and Windows Media Player® and plugs-ins, elements that display or interpret a particular file format needed to play movies on the computer.

Identity is an abstract concept and a little hard to present in an elementary setting because some of the children's thinking skills are still in development. The research for ethnoculture in the upper elementary grades must be introduced using concrete approaches because the students' identities could be partly influenced by mass media, bullying, classmates, and teachers.

IMPLEMENTATION STRATEGIES

This curriculum unit is designed for use in a computer lab class for students from third grade to fifth grade. Core lessons are based on the TEA (Texas Education Agency) Technology Applications Curriculum for students from grades 3-5. These basic enunciated technology objectives will give them the expertise to use basic elements to increase the ability to obtain information in areas related to current school subjects. In this case, the unit uses technology skills to create a final product that gives the student a sense of personal and cultural pride. This will establish a new enthusiasm as students discover insight into their cultural identity through Internet searches and through using daily objects or items from their homes or neighborhood. Some sample self search items might include a key-chain, fingerprints, kiss imprint on paper, bus ticket, finger nail shapes, sole imprint in the mud, school ID card, clothes, music, and food. Those objects would be photographed and edited using their own touches with the tools from Windows Movie Maker®. This could be part of the students' storyboard and create a short movie using the collected information. Furthermore, students could add audio files, voice narration, and/or video clips to the storyboard to edit and create a short video as a final product to be presented to the class showing their uniqueness and the personal objects that identify them.

The utilization of this software makes this unit a simple way to communicate thoughts because students do not need an oral language to express their feelings; they will use elements with no voice to transmute them into digital elements in video format. This process allows common items used on a daily basis to be recorded and recreated on a TV screen or LCD projector. In these moments, students can have no doubt in their power to convert the everyday in something special. The use of this communication element with no oral elements could be compared with early motion pictures, when all parts converged and no language was needed. The images were the most important, and the music set the mood. Students can experiment with this software to create projects that give them a sense of belonging to their school, classmates, and family.

Charles Chaplin, the early silent movie star, declined in popularity with the advent of sound movies, and his only early vocal expression occurred in one of his silent movies where he sang in gibberish (*Modern Times*, 1936). His first speaking role was four years later in *The Great*

Dictator, 1940. This example can fuel the student spirit because they do not have to explain anything: the images edited by them will express their sense of identity and freedom.

There is an important factor that influences children's inner peace and is the way that they feel about themselves. If children do not like themselves or feel that they are inferior to other children, they may use aggressive behavior to compensate for the perceived weakness. Actually, this is a day by day situation in our schools; students with so much violence and stress in their short lives feel very little, if any, inner calm. Not all youngsters who come into our classrooms are secure and serene products of stable family situations. Over a thousand children each year see their parents divorced. They are relegated to one parent or they divide their days between parents. Additional stress often occurs when either or both parents re-marry, and the child must adjust to stepparents and, often, to stepbrothers and stepsisters. Other stresses arise from parents with drug or alcohol problems, a variety of baby-sitters who may not relate well to children, sibling rivalry, neighborhood bullies, racial tensions, and simply viewing the violence on the nightly news. Many frightening scenes are portrayed regularly on TV with little or no reassurance for children who maybe watching. These variables are common, and so frustrations are displayed as rebellious, disruptive, and impertinent behaviors. If we can bring some elements from the street and from their homes to the classroom, we can capture their attention, and the students will be comfortable in our classrooms learning about themselves and building self-esteem and community relationship with other people.

Bonham Elementary School is a diverse community with particular features because it is a school with high refugee population from Africa and East Asia, and the population of the school is new. Sometimes teachers must learn body language to establish communication with newcomers, as some of them from Liberia, Sudan, Afghanistan, Vietnam, or Cambodia and do not have a teacher proficient enough to speak their language. They are at times ill-at-ease and reluctant to obtain new knowledge. These and other stresses create children who are disruptive or who exhibit symptoms of withdrawal or who simply will not cooperate with classroom efforts. How can we help them? We can begin to heal their troubled spirits by giving them the opportunity to express themselves. As newcomers, students can express their own ability to show who they are, what they want, and what they do on a daily basis. This unit will build student-confidence, and they will feel safe in the classroom. This sensation will be reflected in their attitudes and in their grades.

United States and the Declaration of the Rights of the Child

The United Nation Convention on the Rights of the Child has attempted to outline a standard premise for the children's rights movement, but there is no international standard to which all children or adults adhere. Two nations – the United States and Somalia – have refused to ratify the Convention. It is important to emphasize that the U.S. has received thousands of refugee families from countries like Somalia and Sudan; these families come to Houston and their children attend our schools at Houston I.S.D.

The refugee students come from a disadvantaged situation compared with current students at U.S. schools. The change from refugee camps to an apartment with private restrooms, floors covered with carpet, air-conditioning, doors with locks, etc. is dramatic. These routine elements of life in U.S. are new for them because these refugees are survivors from the social problems in their countries. Children have to face death on a daily basis because the Human Rights are not followed in an undeveloped country like Somalia or Sudan.

We as teachers deal with children, but we as human beings have to deal with the political mistakes, and maybe someone who reads this unit will have a refugee student on her/his classroom. Then the teacher will start to ask questions about why the refugee people do not follow instructions or follow rules. The teacher should read about refugee camps and happens

there; then, the teacher will understand their students. For this reason, we have to take into account some Child's Rights declared in the United Nations to safeguard the children's integrity in our classrooms.

"The Declaration of the Rights of the Child" proclaimed by General Assembly on 20 November 1959, states that ten principles are the universal rights and some of them apply to this unit:

Principle 2: The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.

Principle 3: The child shall be entitled from his birth to a name and a nationality.

Principle 7: The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education, which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed, to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right. ("Declaration of the Rights of the Child.")

Houston Independent School District has a Multilingual Program Department in which a Refugee Program provides support to newly arrived refugee students during their resettlement process in the United States. In addition, the refugee staff provides training for teachers and parents and coordinates all appropriate services with area service providers.

CLASS ORGANIZATION AND PROCEDURES

The teacher will divide students into small groups of three or four students. Each group will choose topics related to music, food, clothes, objects, places, etc. on which to pursue further research. The student groups will research their topics using the Internet, and they will also bring items from home. These items will be photographed, scanned, and edited in class to be used as a resource. Each group should then work together to write a report or a storyboard based on the gathered resources. Using Windows Movie Maker®, students should start their storyboard, adding pictures, video, and music from pre-downloaded songs. Students can also add music or voice using a microphone. Then students will edit the storyboard adding transitions and effects to enhance features of the product. After being edited and revised by the teacher, the video will be saved on a disk to be shared with the class. The students will then evaluate the final product using an authentic assessment. The rubric will assess elements related to timeliness of information collection, completeness of storyboard or planning sheet, use of the technology tools like digital camera and scanner, editing pictures and sound clips (Software skills); editing Movie, transitions and picture effects (Mechanics); and finally the movie (Final Product) with the enhanced features.

This video presentation can be compelling and persuasive if done correctly. In the worst case, students will devote more attention to special effects than they will spend on the issues being studied. Video editing can become a goal in itself, but the rubric will help students focus on the

proper objective. As an introduction, the teacher will present some short videos made in class to examine and model the way to produce and handle the information gathered.

LESSON ACTIVITIES

Lesson One: Making Movie Storyboards

Students must learn that most movies contain many elements that all work together to help the audience understand the movie's story. These elements include the images, the dialogue, and the music and sound effects. With these elements, students can create animation, a Power Point presentation, and a movie clip. When the images, music, and sound effects are established, the creator will change the movements during the edition to create some kind of effect. Students will analyze specifically for:

Images

How gestures and facial expressions help the audience understand what is happening.

Music/Sound

What type of mood the music seems to set when it starts and stops.

Words

What types of things people say and whether what they say helps further the story.

Hardware Requirements

- Personal computer Pentium III running Windows® 98 or later and at least 128 MB of RAM
- Browser: Netscape 6.0 or above, Internet 5.0 or above, Safari 3.0 or above.
- DVD player. LCD projector.

Software Requirements

- Windows® Movie Maker.
- A DVD of the Charlie Chaplin movie *The Kid*.

Bookmarked Homepages

Interactive Storyboard

http://www.plugincinema.com/plugin/film_school/interactive.html

This place shows in a simple manner how to create a storyboard from a predetermined format.

Objectives

This silent movie is the best example to learn and create a storyboard because the plot of this video is very natural. With the video *The Kid*, the teacher will introduce the way to create a storyboard and students will work on their storyboard using this movie. The students will participate sharing their storyboard with the class demonstrating the differences among the way students feel the action and the music. Thus, the teacher can begin to identify some particularities among the students to be practiced forward when students start to create their own storyboard about themselves.

Activity One

- Play a clip from Charles Chaplin's *The Kid*. It starts when the Tramp (Chaplin) walks down a street finding a bundle suddenly of a lot of garbage falling down from the second floor to the ground. He finds some common elements from this time, such as a cigar case, leather gloves, a cane, and some matches. This scene is named "Finding a Bundle" and lasts roughly two minutes. Stop the clip after the Tramp picks the baby up.

- Ask students what they think was happening.
- What season is it?
- Why was the Tramp walking around the street?
- Did he want to take the baby?
- Was the scene funny or serious?
- What artifacts do we use now contrasting the elements in the clip?
- How were the students able to follow the story?

Activity Two

As students answer these questions, and write their responses on the board. Play the clip again. This time, ask students to write down some key “visual clues” (such as facial expressions, gestures, and descriptions of the setting and so on) that helped them understand what was happening. The students will discuss the elements that they would use to create a storyboard related with that clip.

Evaluation

After completing the answers, the students will work on a storyboard using the interactive storyboard exercise listed on bookmarked home pages. At this time, an informal assessment done by the students will be graded. All the storyboard exercises will be presented to the class using the LCD projector, allowing teacher and students to discuss and update some little things about the assignment.

Lesson Two: Gathering Information about Themselves

The interview with older people at home is very important to contrast the elements used by older people with the elements used by students now. This information link students with their past and allows them to analyze the differences between the present and the past. This analysis will help students to research who they are and what they want.

Materials

- Interview form
- Family pictures

Objectives

The primary objective in this lesson is creating a background regarding the elements that make students unique. The information gained in this interview will make students more sure of themselves because they have somebody and something in common with their family and school. This information will establish a new enthusiasm in the spirit of the students to discover insights about their cultural identity. Their home is the first resource to use, followed by their neighborhoods and classmates.

Activity One

A survey should be created in the classroom with students' input. First of all, the teacher will create a discussion environment where the main idea is the elements or artifacts used by students daily. This activity will create a big element list, so the students can see what elements are the same and what elements are different. Then, the teacher will create other discussion topics about historic elements regarding their grandparents and parents. Students will analyze the time when parents and grandparents went to fourth or fifth grade. This discussion will help students create a time frame where students will be centered using information from artifacts in the home and memoirs from the elders. At this moment students will feel who they are, and this is the first stage

of this project. With this brainstorming, students and teachers will create a survey to be completed at home by an adult or elder and bring it to class with family pictures.

Activity Two

When all surveys are completed and include family pictures and other elements, the teacher and students will create a storyboard with the uniqueness observed by each student. The elements, artifacts, objects, thoughts, feelings, etc. will be the stimulus to start thinking in a storyboard.

The teacher will review ways to create a storyboard and will introduce students to Windows® MovieMaker software with some classroom edited video clips. Teachers will show the way to create them with information from the interview. All those objects selected from the big list, pictures brought from home, and some extras selected by the students will be used in the Ssoryboard that students will create using this software.

Evaluation

This storyboard will be the first draft of the movie clip. The teacher will use a rubric to assess this product in its first stage. This rubric will classify projects as a beginner, novice, intermediate, and expert with a scale from 0 to 20. The contents analyzed will be topic, technical requirements, mechanics, and oral presentation skills.

Lesson Three: Digital Video Editing

In this activity, students will work as video editors configuring their video clips. This is a time consuming exercise where students could miss the point about the project, and they may become focused on concepts different from the purpose. The teacher must be aware of this critical situation and redirect some students regarding this problem. This lesson will introduce the concepts of synchronism among time, action, and audio. With those elements and the information gathered, students will have some problems, and the teacher must model the main variables in the video production without forgetting the initial objective, “I exist now!”

Hardware Requirements

- Personal computer Pentium III running Windows® XP SP2 (Home edition and Professional edition) and at least 128 MB of RAM
- Browser: Netscape 6.0 or above, Internet 5.0 or above, Safari 3.0 or above
- DVD player and LCD projector

Software Requirements

Windows® Movie Maker

Bookmarked Homepages

<http://www.microsoft.com/windowsxp/using/moviemaker/videos/create.mspx>

This home page illustrates systematically how to create a digital video.

Objectives

The primary objective of this activity is to use all information gathered during the research to create a final product (video clip) using Windows® Movie Maker. In those activities the students will be able to place clips on the time line, edit clips, add other clips to the movie, add transitions between clips, add titles, apply effects, work with audio, and export the movie to other formats.

Activity One

In this activity, students will work on a collection where all pictures, videos, and sounds remain to be accessed in the creation of the storyboard. Students must import all pictures and videos to

the collection in order to work on and edit them. Once students have decided which ones they want to put in the movie, they will drag and drop clips to the storyboard in the order in which they want them to appear in the final movie. To rearrange the clips on the storyboard, students just drag and drop them to a different location on the storyboard. At this time, students will edit the pictures, and they can add transitions between pictures to create some special effects. Then students can import audio to the entire clip from CDs. The last part is the title creation which includes some thoughts and written elements.

Activity Two

This activity is the most important and most time consuming because students must edit the video clip, arrange times, change clip positions, and synchronize times and movements.

Evaluation

The teacher will use a rubric to assess this product in its last stage. This rubric will classify projects as a beginner, novice, intermediate, and expert with a scale from 0 to 20. The contents analyzed will be topic, technical requirements, mechanics, and oral presentation skills.

CONCLUSION

This curriculum unit is designed to celebrate the multicultural background that we have in the classroom. Students come from different backgrounds, races, and cultures. All administrative strategies are intended for the mainstream students. New students mainstreamed in a regular, ESL, or Bilingual classes are English Language Learners; those ELL are labeled as at-risk, and some of them have the same intellectual capacities as mainstreamed students. I am exposed directly to this situation daily because my school receives refugee students from areas like Africa and the Middle East. Classmates often reject those students because their style of dress is different. Furthermore, some of the newcomers are Muslims, and the media has created a feeling of disapproval against them. However, they are fortunate kids because they had the opportunity to come here and have food, education, and freedom.

For this circumstance, I am introducing the term ethno-educator because we have to learn strategies to captivate their attention, so they can be part of our school community. We have to know what they want, what they feel about others; we have to understand the changes that they are experiencing, and most importantly, we must understand they are constantly challenged. The main thing is that we have to learn from them; we have to be able to recognize their values and promote their adaptability. The same situation occurs with all immigrants. It is important that they have someone speaking their language, so the "landing" is a little smoother.

The benefit of this unit is that it empowers students—African American, African, Anglo, Asian, Hispanic—with something valuable that they possess inside, their identity. In higher elementary grades, this identity is still often regulated by home. However, beginning in middle school, identity will change because of media, friends, and other influences.

With this unit, students will create an educational product which tells something important about their identity in order to show pride in being a fourth or fifth grade student with some unique feelings. This will establish enthusiasm in the student essential to discovering insights into their cultural identity. To sum up, by looking for and finding their identity, they become stronger and will gain self-esteem to deal with life's adversities. In this case, newcomers will be empowered to deal with the changes that they have experienced since stepping in the classroom door.

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