

# Lesson

## Multimedia Storytelling



### TOPIC

Multimedia Literacy

### GRADE LEVEL

3-5

### DURATION

1 hour (2, 30-minute periods)

### SUBJECT AREA

ELA

### DESCRIPTION OF THE LESSON

In this lesson, students will consider how stories can be shared in a variety of formats. They will interact with two multimedia stories about Holocaust survivors Lisa Jura and Ruth Sadovnik. The multimedia stories help bring history to life through musical performance and audiovisual testimony, and offer different perspectives from the past that transcend generations.

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Inspired by the power of story to transform lives, **The Willesden Project** combines testimony, technology and music to reshape Holocaust education.

This **Wonder of the Day®** is proudly presented through a partnership between **USC Shoah Foundation**, **The Willesden Project** and **Wonderpolis**.

### STANDARDS ADDRESSED

#### CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take.

#### CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

#### CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### MATERIALS

- Clip of Mona Golabek Performing *The Decision* (2:18)
- Clip of Testimony - Ruth Sadovnik (1:43)
- Student Handout (PDF)
- Compare/Contrast Graphic Organizer (PDF)

### LEARNING AIMS

As a result of this lesson, students will...

- Recognize that stories can be shared in a variety of media and text formats
- Compare and contrast two multimedia stories
- Assess how stories from the past can help us to better understand ourselves and others

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### Consider

**Introduction** Begin by having students activate their existing knowledge about stories. Display the following questions on the board or chart paper:

- Why do people tell stories?
- How are stories told?
- Who tells stories?
- What can stories teach us?

**Partner/Share/Discuss** Ask students to take turns responding to each of the questions with a partner. Then, ask a few student volunteers to share out their ideas with the whole class.

Next, ask students the following questions:

- How do they think technology has changed the way we can experience stories?
- What do they think multimedia storytelling is?

Assess student's prior knowledge about the influence of technology on stories and the meaning of the term's multimedia and storytelling. They may make connections to examples such as Instagram stories, blogs, video games, etc.

- *If necessary, provide a definition of the term: Multimedia storytelling conveys a narrative through multiple forms of media such as text, photos, audio, and video convey emotion in ways that single-medium stories cannot.*

Next, explain to students that they will watch two multimedia stories about Holocaust survivors who, as children, lived in Europe and experienced first-hand discriminatory laws or unfair laws against Jewish people under Nazi rule. To keep them safe, their parents made the tough decision to send them to England through Kindertransport, a rescue effort for children.

### Collect

**Using music performance to tell a story** Explain to students that music performance is one example of multimedia storytelling which can be performed live in front of an audience or recorded. Tell students that they will now watch a video recording of Mona Golabek telling the story of her mother, Lisa Jura, through a combination of oral storytelling and music performance.

- Prepare students for this clip by sharing the biography of Lisa Jura by distributing the student handout, projecting it onto the board, or reading it aloud to the whole class. Answer any questions students may have about what they have read or heard.
- Then, share the compare/contrast graphic organizer with students by distributing it either digitally or a hardcopy. Ask students to type or write the name of **Lisa Jura** under Clip 1.
- Play the clip of Mona Golabek's music performance, titled *The Decision*.
- When done, ask students to quietly think about what stood out to them about the story, how the story is shared and to record these details on the graphic organizer under Clip 1.

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**Using audiovisual testimony to tell a story** Now, explain to students that testimony is also a type of multimedia storytelling that is gathered by recording interviews. Testimony is a type of personal story about a real event or experience from the past and is also a primary source.

- Provide students with definition of a primary source if they are unfamiliar with the term:  
*Primary sources are documents, images, relics, or other works that provide firsthand details of a historical event and are often created by people who witnessed, participated in, or were otherwise close to a particular event.*
- Prepare students for this clip by sharing the biography of Ruth Sadvonik by distributing the student hand out, projecting it onto the board, or reading aloud to the whole class. Answer any questions students may have about what they read or heard.
- Ask students to type or write the name of **Ruth Sadvonik** under Clip 2.
- Play the clip of audiovisual testimony from Ruth Sadvonik, who remembers her father taking her to the train station and leaving on Kindertransport.
- When done, ask students to quietly think about what stood out to them about the story and how the story was shared. Have students record these details on the graphic organizer under Clip 2.

### Construct

Have students complete the graphic organizer and remaining questions, including the final sentence frame prompt:  
*The multimedia stories helped me to understand/realize that...*

Then have students take turns sharing their graphic organizer responses with a partner or small group.

### Communicate

**Wraparound Closing** One at a time, have each student share their response to the final prompt with the class in the order that they are seated: The multimedia stories helped me to understand/realize that...

If time allows have students comment on any themes or surprises they noticed unfold, based on their classmates' wraparound final statements.