The American Revolution Youth Media Challenge "Show What You Know" Project Teacher Toolkit

Project Overview

When participating in the *The American Revolution* Youth Media Challenge, educators have the option to participate in either the "Show What You Know" project or the "First Person" project. To view the toolkit for the "First Person" project, [please view here](#).

The American Revolution Youth Media Challenge "Show What You Know" project is an informational media project that invites students to share their responses to one of the following questions in audio, video, or infographic format.

★ What is the meaning of freedom?

★ What is the meaning of democracy?

★ Identify an important battle or campaign in the War for American Independence. How did it play out and what impact did it have on the people who experienced it or on the course the war took?

Project details

The American Revolution Youth Media Challenge is open to middle and high school students nationwide. We ask that university and elementary students not submit to the showcase.

All student work is published as it is submitted. *The American Revolution* Youth Media Challenge is not a contest. If KQED or your local public media station wants to broadcast a student piece, we will reach out for more extensive permissions

You decide the deadline: "Show What You Know" projects are open for submissions throughout the school year.

Time commitment: Most "Show What You Know" projects take between 1-3 weeks to complete.

[Quick Start Guide](#)	[Project Curriculum](#)

Quick Start Guide: *The Essential Requirements*

Submission requirements

Video projects	- Video file (mp4 recommended) - File formats: YouTube open to "public or unlisted" or Google Drive link open to "everyone with the link can view" - Thumbnail image (2MB or less) - Title, brief project description, and short producer's statement
Audio projects	- Audio file (mp3 recommended) - File formats: Soundcloud link open to "public" or Google Drive link open to "everyone with the link can view" - Thumbnail image (2MB or less) - Title, brief project description, and short producer's statement
Infographic projects	- Image(s) (10MB or less) - File formats: jpg, png, pdf - Thumbnail image to display on showcase (2MB or less) - Title, brief project description, and short artist statement

Publish on KQED's Youth Media Showcase!

1	**Create an account on the *The American Revolution* Youth Media Challenge site and get a submission code.** Students do not create accounts. Your code allows students to submit their work (recommended), or you can submit on behalf of students.
2	**Students should complete audio	video	graphics submission form template before submitting**, so that they have everything ready to go. The submission code is a key part of the submission template. We suggest pre-filling your code for students. Here are student-facing slides all about submitting. (Citation guidelines) STUDENTS SUBMIT ON THE PROJECT SUBMISSION PAGE
3	**Make sure sharing permissions are open.** If using a Google Drive link, go over how to open permissions to "everyone can view." If submitting using YouTube or Soundcloud, submissions should be "public" or "unlisted," not private. ***Student work will not be visible on the showcase if it is published without permissions.***
4	**Celebrate and share widely!** Each student submission will have a unique URL, which students can then share with family, school, and the wider community.

Project Documents & Resources
All links are Google docs. You are invited to copy and edit as needed!

Student Project Checklists	Rubrics	Other Support

(includes links to all curriculum docs)
- "Show What You Know": Mini-documentary
- "Show What You Know": Podcast
- "Show What You Know": Infographic

- Mini-documentary rubric
- Podcast rubric
- Infographic rubric

- *The American Revolution* submission page
- Standards alignment
- Sample letter to share the project with families
- COPPA form (for middle school students under 13)
- KQED's list of media-making tools, including no-cost access to some web-based tools

Show What You Know: Project Curriculum

1. Introduce the Project

Related student materials	Lesson materials to support this step
Student project checklists • "Show What You Know": Mini-documentary • "Show What You Know": Podcast • "Show What You Know": Infographic	• Slides: Media for or by well-known youth content creators. • Slides: "Show What You Know" Project Roadmaps

Why this project?
Informational media is critical in today's society as it provides us all the knowledge to navigate the complex and constantly evolving world. It helps society stay informed about current events, understand different perspectives, and make informed decisions. Whether through news outlets, educational resources, or social media, informational media plays a crucial role in shaping our understanding of the world and our place within it. Giving students the opportunity to create their own informational media allows them to share their voice, expertise or curiosity about topics, issues and events they care about.

Informational media is based in factual and accurate research-based evidence and data with the primary purpose to inform and educate the audience about a particular topic, issue, or event.

The goal of *The American Revolution* Youth Media Challenge "Show What You Know" project is to inform, inspire and educate an audience about any topic, concept, or event that students think is important to understand.

Before giving students the project checklist, share your informational media model and/or talk about why this project is a good fit for your class. These reasons may include:
- Empowering them with the research and media-creation skills to communicate their understanding about a particular topic they have learned or are passionate about
- Encouraging them to publish their work, perhaps for the first time, to build a positive digital footprint or add to a portfolio of work
- Connecting class content and skills to topics or issues that are relevant to your students, their community and their interests
- Building on other projects you've done or plan to do

In addition to your own model informational media, share examples of this project from [KQED's youth media showcase](#) or [media for or by well-known youth content creators](#).

When you assign the project, it's a best practice to also share the rubric, so students know what success looks like.

Optional, but *highly* recommended*

✳	**Make your own :Show What You Know" project as a model.** Going through the steps from start to finish is invaluable for guiding students. Peer models are also key, but there you only have the finished product. You'll be able to model the brainstorm, drafting and production process, and use your own model to practice our peer feedback protocol (or any protocol you use)

2. Analyze Examples

Related student materials	Lesson materials to support this step
• [Analyzing mini-documentaries graphic organizer](#) • [Analyzing podcasts graphic organizer](#) • [Analyzing infographics graphic organizer](#)	• Slides: [What is informational media?](#)

Analyzing informational media shows students what they'll be creating and helps them practice text analysis and listening skills. In addition to your own model, have students listen and view examples of youth-created media. These peer mentor "texts" will build skills and confidence. Don't skip this step!

With that in mind, approach the analysis phase the same way you usually do when asking students to read and understand course material. If they read and discuss, have them read and discuss examples of informational media. If they think-pair-share, have them think-pair-share using informational media. The graphic organizers above are simply one way to guide this process. Students should also use the text analysis methods they are already familiar with.

3. Brainstorm

Related student materials	Lesson materials to support this step
• [Mini-documentary and podcast brainstorming graphic organizer](#) • [Infographic brainstorming graphic organizer](#)	• [KQED's *Above the Noise* catalog on PBS Learning Media](#)

After analyzing mentor texts, students will be ready to brainstorm and choose their topic.

If students are unsure which topic to choose, check out [KQED's *Above the Noise* collection](#) on PBS LearningMedia, which is an informational digital series that unpacks current issues and topics through the lens of data, historical context and multiple perspectives. All *Above the Noise* episodes come with a student view guide, glossary of Tier 2 vocabulary, and transcripts in English and Spanish. PBS LearningMedia hosts *Above the Noise*, making it accessible to all classrooms, even if your district blocks or heavily filters YouTube.

4. Create a Draft

Mini-Documentary & Podcasts

For the mini-documentary or podcast projects, any writing process methods you already use will help students draft their scripts. If students are doing research to gain information about their topic, they should think about using in-text citations in a journalistic way if they will quote someone or use someone else's research in their media.

Related student materials	Lesson materials to support this step
• [Research and script graphic organizer](#) • [Planning for interviews: tips and tricks](#) • [Video storyboarding template](#) • [Citing evidence + examples handout](#)	• Slide: [Written Stories vs. Audio Stories graphic](#)

Infographics

Infographics are a powerful tool for visualizing data and information. By combining visuals like charts and graphs with textual information, infographics can effectively communicate complex ideas in a way that is easy to understand quickly. As you are researching information you would like to communicate in your infographic, it is important to think about what relevant data, statistics, or facts you would like to include that helps your audience understand your topic at a glance.

After you have conducted your research, you need to consider the design elements of your infographic that best support effectively communicating about your topic. This includes font and color choices, iconography, and layout.

Related student materials	Lesson materials to support this step
● Infographic research + storyboard template	● Slides: Infographic design elements ● Infographic about infographic layouts

5. Revise and Edit

Related student materials	Lesson materials to support this step
● Mini-documentary or podcast peer feedback form ● Infographic peer feedback form	N/A

Feedback is a key part of the creation process for students, as well as professional filmmakers, podcasters, and graphic designers. If giving peer feedback is already part of your classroom routine, use whatever format students are used to. KQED's feedback protocol helps students support each other and reflect on the feedback once they receive it.

6. Make It

Related student materials	Lesson materials to support this step
● Audio Styles with Myles (video) ● Video Styles with Myles (video) ● Tips for Making Infographics with Juliana (video) ● Tips for interviewing ● KQED's tool help library	● Slides: Soundtrap how-to basics ● Slides: WeVideo how-to basics ● Slides: Adobe Express how-to basics ● Slides: Canva how-to basics ● Slides: Voicing and recording tips ● Finding Copyright Free Images (video)

Media Making in a Classroom Setting

1	**Establish or reinforce classroom norms and routines for when students are making media in your classroom.** ● Make sure they know how to charge their device and access headphones or other equipment they need. ● Show them how to seek help from how-to videos or classmates before asking you. ● Discuss openly that creativity can feel risky and weird. It's awkward to speak into a mic or try an art form you're not familiar with. Involve students in coming up with norms for supporting each other as they create. This is another place where your experience making a model will come in handy.
2	**Get students signed on to the digital production tool,** if you're using one. Make sure they all have access and know how to log in. Do this whether you are all using the same tool or giving them a choice of tools. *This is a great time to practice your media workshop norms and routines!* Some tools like Soundtrap and WeVideo let you create class groups. We recommend each class period be its own group with its own class code.
3	**Walk students through the very basics of the tool:** ● How to start and save a new project ● How to download/turn in a finished project ● How to record a script into the tool, if relevant ● How to add music, images, and sound effects by uploading them OR by using the built-in library, if relevant ● Reinforce what they can do if they run into tech issues (ex: how-to videos or ask a peer before asking you)
4	**For audio and video projects: decide where students will record.** One of the biggest challenges with audio and video production in a classroom is finding quiet spaces to record scripts. Perhaps an even bigger challenge is getting middle and high schoolers to record where their friends can see or hear them. Here are suggestions from educators who have solved this issue: ● Students leave the room individually or in pairs to record in the hallway or a nearby empty classroom. Others record at home. ● Reserve the library or theater space, if you have one, so students can spread out enough to record. ● Arrange for students who can't record at home to record during breaks, lunch or prep periods.
5	**Reinforce norms and routines every day you make media in class.**

A note for beginners

You don't need to be an expert media producer or artist to help students get started creating. There's an entire internet out there of how-to videos and articles on your chosen tool. Your job

is to set up students with the basics AND put a media workshop structure in place to help students stay on track.

Need more support making media? KQED has professional learning courses and workshops (always free and online!) to support educators. Find out more about [courses](#) and [events](#) on KQED Teach.

7. Publish and Celebrate!

Related student materials	Lesson materials to support this step
[Audio submission template](#) [Video submission template](#) [Photo essay submission template](#) [Tips for Creating a Producer Statement](#)	- Slides: [Submitting to the American Revolution Project Page](#) - Slides: [Share beyond the classroom](#)

We can't wait to see your students' work on *The American Revolution* Youth Media Challenge showcase! This is an exciting opportunity to help students share their voice about issues that matter.

Review the [submission requirements](#) above. Students should complete the submission form template so they (and you!) have everything they need to publish. Student work is published as it is submitted. That's why we recommend reserving most or all of a class period to publish and celebrate! Many teachers put the showcase site on a screen where students can see and appreciate each submission as it appears at the top of the feed!

Note: Student creators retain the rights to the media they publish on the Youth Media Showcase. A teacher, student or parent can request a piece be removed from the showcase at any time by emailing ymc@kqed.org.

The showcase is only the first stop. Each student submission has a unique URL that can be shared with:
- Families and the school community
- Community or nonprofit organizations connected to the issue
- Other publishing opportunities for young creators (youth film festivals, district events, other contests, or challenges)
- Individual elected officials and stakeholders connected to the issue
- City council, school board or associated committees
- NGOs, governmental departments, universities and research institutions