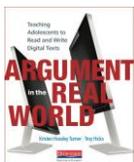# Chapter 5: The Moves of Argument in Video

Taking it to the Classroom

In a lesson adapted from one of his colleagues at the Chippewa River Writing Project, Penny Lew, Troy invites people to create 30 second nursery rhymes as a gateway activity for producing longer videos.

Here are the basic steps:

- Show a brief digital story or public service announcement
- Identify various types of media elements that comprise video: still images, video segments, text, voiceover narrative, music
- Make a list of the elements and how they combine to make a successful digital video
- Model how to perform the simple challenge (such as importing images into movie making program, importing videos into timeline, adding transitions for rhetorical effect, adding sound, adding narration, storing in the cloud such as Google Drive or Dropbox
- Answer questions about the simple challenge and how to create a digital video
- Present the simple challenge: create a digital video version of a nursery rhyme (focus on composition, not content)
- Encourage participants to form pairs or groups - two heads are better than one!
- Reflect on the process...

    - *As a digital writer, how did you feel over the last 15 minutes? Were you anxious? Excited? Engaged?*
    - *Also, he will connect the feels and the actions to a broader conversation about 21st century literacies, including ideas about collaboration, copyright, and making work public for a global audience.*
    - *Given that this was a low-pressure, fun activity, what are the takeaways that you can use in your own classroom? How might you help scaffold students into the process of creating digital stories or public service announcements? What additional skills will they need to bill? What additional many lessons when you need to plan?*