

**Drawing from the Well**  
**Timeline of Activities**  
(Sample 1)

<u>DATE</u>	<u>ACTIVITY</u>
January – February	<b>Orientation</b> to project, FSA photographs and writing exercises, Webbing exercise to determine interests, form groups <b>Pre-production:</b> develop research plan and preparations for Interviewing, sound equipment workshops, treatment/proposals; Oral presentations to class from each group about their project plans, guest speakers – including last year’s presentations and practice interviews with ancianos.
March – April	<b>Production:</b> Interviewing ancianos, field trips to local families’ homes, listening and logging footage, acquiring appropriate sound effects and music segments, writing and recording narrations, begin to edit the radio shows, begin to coordinate the community celebration, field trip to Museum of New Mexico in Santa Fe.
May	<b>Post-Production and Presentation:</b> Final editing of radio documentaries, preparations for student presentations and the hosting of the community celebration, student presentations for peers and/or the Elementary School, evaluations, duplication of radio shows and distribution to radio stations with on-air experience for the students, final report, appreciations to those who volunteered.

**Drawing from the Well**  
**13 week Outline**  
 (Sample 2)

Week	Activity
1	Intro to project, questionnaire, show videos – <b>Drawing from the Well</b> , Digital Storytelling and/or “Behind the Image – Recollections of Northern New Mexico,” discuss the 4 P’s, (Handout #1) presentations by students from previous years, answer any questions, choose essential question, conduct webbing exercise.
2	Writing exercises, intro to recording equipment, practice recording exercises utilizing the writing exercises and interview questions. Pull from family backgrounds to do the old photo and/or object exercise.
3	Review homework, discuss crafting a story, develop listening and observation techniques. Play audio samples and alert students to the use of continuity, actualities, sound effects and music. Do the “Where I’m From” exercise and see where students are naturally drawn. Use student interests and balance of group dynamics to select groups, choose each group’s theme, suggest potential interviewees, determine research responsibilities, develop interview questions and continue the equipment practice.
4	Develop understanding of topic area through the research and have interview questions reflect the understanding, make arrangements for interviews with community members, practice interviewing and active listening, follow-up questions and field trip to museum(s). Guest speakers are best scheduled during the research phase.
5	Fieldwork – conduct interviews, and write reflection pieces.
6	“ ”
7	Listen, log, and select highlights from interviews.
8	“ ”, write narration segments.
9	Record narration, gather sound effects and music, organize for group presentation and celebration.
10	Class presentations to confirm each group’s plan for post-production and presentation.
11	Edit radio documentaries and arrange for local broadcast.
12	“ ”
13	Final presentations and community celebration, final evaluations and thank you notes.

Additional projects ideas for the final celebration/exhibition:

Art displays, oral presentations, activity books, publicity  
 Acknowledgements

Some final project ideas (other than radio shows):

photographic and art exhibits, web sites, videos, books and “zines.