SAMPLE LESSON PLANS FOR A THREE-DAYS A WEEK COURSE
STORY MAP TOOL

Through an experiential learning format, this 6-week plan is divided in three segments, each corresponding to the steps of the development of a digital project: theory, design and building of digital product, and public outreach. It has been designed to incorporate digital praxis into your courses, and move from theory to praxis.

Students begin with readings that focus on the general notions of digital scholarship: digital methods for humanities research, collaboration, digital publication, etc. The essays open up the conversation to (re)consider the purpose of the activity in regards to building knowledge and to imagine their roles as makers of digital objects. During this phase, students will gain a theoretical background of digital humanities while they learn how to assess digital projects in order to procure a better understanding of the tools later on used for experiential learning.

In this manner, the course moves onto the design and implementation of a digital analysis and interactive visualization of a textual or visual resource of their choice and/or building on previous research carried out during the semester (in this case, students explore the Benson's Rare Books holdings related to the course topic). Students will acquire and practice rigorous research skills including analysis of primary sources, contextualization with other scholarly resources, and interpretation utilizing theoretical approaches related to digital literacies. The course culminates with a public exhibition of research findings geared toward a general public and presented using digital tools.

Generally, this 6-week plan is implemented in the second part of the semester. Thus, the instructor of the course should have done preparatory work beforehand. This includes the curation of primary sources or the implementation of assignments that ask students to find primary sources of their interest as well as learning how to use the tool of their choice.

Notes:
1. Warning: Per FERPA Regulations, the instructor of the class needs to provide an alternative assignment to the digital project as well as collect written permission from students to present their work to the public at the end of the activity.

2. Please contact appropriate staff at least 4 months prior to the class start date to coordinate:
- Digitization or access to digitized primary sources from the Benson Latin American Collection (contact the LLILAS Benson Digital Scholarship Office)
- Benson Reading Room visits (for an introduction or class research components) or "show & tells" for your course (contact Benson Special Collections)
- Private appointments to get trained on the tool.

3. This lesson plan can be use on itself or in conjunction with any of the other 3 lesson plans provided by LLILAS Benson Digital Scholarship Office in Texas Scholarly Works. To use a combination of two or more digital tools, consult the complete lesson plan available also through TSW.

4. This lesson plan was created and, thus, includes examples, for a class that focused on textual and visual materials on the Indigenous Borderlands and held at the Benson's Rare Books collection.

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2. Lesson Plans

Session Title	Defining the Digital Humanities
Date & Place	Day 1. Monday
Learning Objectives	● Understand the scholarly debate around the competing definitions of DH ● Define the different goals & audiences for DH projects
Student Class Preparation	1) Reading in Spanish: "Las Humanidades Digitales: principios, valores y prácticas" in *Janus*, 2013 by Rojas Castro 2) Reading in English: "The Digital Humanities Situation" by Alvarado, *Debates in Digital Humanities*, 2012 and "DH: The Expanded Field" by Klein and Gold *Debates in Digital Humanities*, 2016 3) Complete reading guide
Materials Needed	1) **Articles:** "Las Humanidades Digitales: principios, valores y prácticas" or "The Digital Humanities Situation" and "DH: The Expanded Field" 2) **Websites:** https://whatisdigitalhumanities.com/ | http://xpmethod.plaintext.in/torn-apart/volume/1/ 3) Defining the Digital Humanities reading guide

Session Breakdown	● Introduction (5 minutes)
	  ○ Present overview of 2nd part of the semester & overarching teaching goals:
	    i. Exposure to collaborative work practices
	    ii. Exploration of digital methods and platforms
	    iii. Communicate scholarship to non-specialist audiences
	● Defining the "Digital Humanities" (40 minutes)
	  ○ Possible discussion approaches (20 mins):
	    1. Solicit student(s) to give a recap or feedback on article
	    2. Discuss reading guide questions
	    3. Split class into 4 groups; each will discuss the different definitions of DH and identify common goals
	  ○ Class Activity (20 mins):
	    i. Discuss questions & competing definitions of DH
	    ii. Identify shared goal(s) and types of audience for the Digital Humanities
	    iii. Develop list of "Goals" & "Audiences" and a general definition of DH
	● Wrap-up: Homework (5 min)

Homework	● Explore: http://xpmethod.plaintext.in/torn-apart/volume/1/

Session Title	**Assessing DH projects**
Date & Place	Day 2. Wednesday
Learning Objectives	● Identify DH project elements or characteristics that make it successful or unsuccessful given identified goals and audiences
Student Class Preparation	1) Explore: http://xpmethod.plaintext.in/torn-apart/volume/1/

Materials Needed	1) **Websites**:
	    a) Torn Apart: http://xpmethod.plaintext.in/torn-apart/volume/1/
	    b) BA Cartography: https://www.bacartography.org
	    c) DBPN: http://www.bdpn.unam.mx
	    d) A guided tour of the digital library: http://creatingdata.us/datasets/hathi-features/

Session Breakdown	● Introduction with Torn Apart (10 minutes)
	    ○ Identify the elements from the definition on this project including Goals & Audience
	    ○ What specific elements makes the project successful or not successful?
	    ○ Visual or auditory cues
	    ○ Navigation/Accessibility
	    ○ Information/data
	● Assessing DH projects (15 minutes)
	    ○ Group Activity
	      i. Split class into 3 groups to assess the following projects:
	        ● https://www.bacartography.org
	        ● http://www.bdpn.unam.mx
	        ● http://creatingdata.us/datasets/hathi-features/
	      ii. Each group must identify:
	        ● Project creators' goals, audience, and possible definition of DH
	        ● Determine the elements or lack thereof that make their attempt successful or not, including the project's visual cues, navigation, information/data, accessibility (one student must open the site using their phone)
	      iii. Groups present on findings (10 min)
	● Wrap-up: Homework (5 min)

Homework	● Review list of primary sources

Session Title	Exploring Research & Primary Sources Using Digital Tools
Date & Place	Day 3. Friday
Learning Objectives	● Expose students to a diverse set of web-based digital humanities tools ● Conceptualize potential digital projects based on their research and provided special collection materials ● Introduction to required components to developing digital projects ● Make a case for using particular research or presentation methods for scholarship
Student Class Preparation	1) Review list of primary sources
Materials Needed	1) **Teaching Reference:** List of research paper topics 2) **Teaching Reference:** List of Benson primary sources that could be used for digital projects 3) **Activity Handout**: Choose a Digital Tool / Selección de herramienta digital 4) **Websites**: www.onodo.org	https://storymap.knightlab.com	https://timeline.knightlab.com/	https://recogito.pelagios.org

Session Breakdown	● Introduction to tools & types of data needed to generate them (20 minutes)
	  ○ Onodo (5 minutes)
	  ○ StoryMapJS (5 minutes)
	  ○ Recogito (5 minutes)
	  ○ TimelineJS (5 minutes)
	● Group Activity (20 minutes):
	  ○ Split groups into their assigned geographic regions (3 groups)
	  ○ Determine possible use of tools given research questions and primary sources
	● Individual Activity (30 minutes)
	  ○ Select top 2 choices of tools based on their research and Benson primary sources
	  ○ Complete "Selección de herramienta digital" handout for submission at the end of class

Homework	● Due in class:
	  ○ Complete "Choose a Digital Tool / Selección de herramienta digital" handout for submission at the end of class
	● (For instructors): Send email to students with feedback about tool/object
	● Due on **Monday by midnight:**
	  ○ Read articles assigned for each tool
	  ○ Completed reading guide

Session Title	StoryMapJS Article discussion for individual tool
Date & Place	Monday. Day 4
Learning Objectives	● Understand practice and theory of specific digital tools ● Define goals & target audience for DH project
Student Class Preparation	1) Read assigned article, "Spatial History, deep mapping and digital storytelling" by Tiffany Earley-Spadoni 2) Complete reading guide (**25 points**)
Materials Needed	1) Article, "Spatial History, deep mapping and digital storytelling" by Tiffany Earley-Spadoni 2) Reading guide for article 3) StoryMapJS Project Assignment

Session Breakdown	● Group Activity: Article discussion for individual tool (20 minutes)
	  ○ Possible discussion approaches:
	    1. Solicit student(s) to give a recap of the article
	    2. Solicit feedback/thoughts on article from students
	    3. Discuss reading guide questions
	    ■ Audience your project will be made for (general, specialists, teachers, etc.)
	● Explore projects based on story mapping tools (20 min)
	  ○ *Hockey, hip-hop, and other Green Line highlights* https://www.minnpost.com/stroll/2014/06/hockey-hip-hop-and-other-green-line-highlights/
	  ○ *Culhuacan* https://uploads.knightlab.com/storymapjs/642ff336ebb5350f607b4c1a7d72dedf/culhuacan-storymaps/index.html
	  ○ Alexander von Humboldt's Whole Earth Vision https://storymaps.esri.com/stories/2016/humboldt/index.html

Homework	● Review StoryMapJS Project Assignment

Session Title	StoryMapJS Project Conceptualization
Date & Place	Wednesday. Day 5
Learning Objectives	● Develop vision statements for projects ● Develop concise presentations of multifaceted projects
Student Class Preparation	1) Primary source(s) for the project
Materials Needed	○ StoryMapJS project assignment

Session Breakdown	● Individual Activity (20 mins):
	  ○ Identify the goal(s) and audience for your digital project
	  ○ Develop list of components or considerations needed to create a successful project based on the DH readings, research questions, and previous discussions
	  ○ Develop 90-second lightning presentation on project vision that includes:
	    ■ Very brief description of what your research focus will be (a specific primary source, your research question, etc.)
	    ■ Main goal for your project
	    ■ Audience your project will be made for (general, specialists, teachers, etc.)

Homework	● Practice lighting presentation, you will only have 90 seconds!

Session Title	Lighting Presentations and Comments (group)
Date & Place	Friday. Day 6
Learning Objectives	● Present a multifaceted project in a concise manner ● Provide and receive constructive and respectful comments
Student Class Preparation	1) 90 second presentation
Materials Needed	

Session Breakdown	● Present 90-second lightning presentation on project vision (25-35 mins.):
	  ○ Students give a 90-second presentation on their project vision
	● Comment on the different presentations (15-25 mins.)
	  ○ Students and instructor(s) comment on the presentation

Homework	● Review primary sources, DH-reading and conceptualization

Session Title	StoryMapJS Project Wireframing
Date & Place	Monday. Day 7
Learning Objectives	- Conceive and sketch out an overarching and cohesive multimedia narrative - Design a project storyboard based on goals and audience focus - Assess digital projects based on expressed goals and audience focus - Provide constructive criticism with recommendations to peers
Student Class Preparation	1) Review StoryMapJS Project Assignment
Materials Needed	1) **Reference:** StoryMapJS Project Assignment | StoryMapJS Project Template 2) **Website:** https://storymap.knightlab.com/ | https://blog.teamtreehouse.com/how-to-design-a-useful-wireframe 3) Blank paper for storyboarding/sketching, stapler
Session Breakdown	- Go over StoryMapJS Project assignment, including components/requirements, Google Document template & answer questions (5 minutes) - Introduction to wireframing activity/assignment - Objectives of exercise (taken from Team Treehouse): - Develop structured design: You know where everything goes before narrowing down the exact details - Design centers on content: Wireframing is a content-first method that encourages you to think about what's really important on a page before laying it out - More creativity and room for experimentation: Thanks to their simplicity, wireframes are easy to create, meaning you can experiment and develop new ideas without taking too much time or effort if they fail - Wireframing activity (35 minutes) - Instructor gives each student 5-6 blank sheets of paper for storyboarding - One sheet should be an outline of the overarching story with: - Bullet points on the topics that will be discussed (could be a listing of possible topics that are then synthesized or refined to meet the parameters of the project's slide count) - Identification of the map region OR central/Gigapixel image on the left-hand-side of the project - The remaining sheets should be used to sketch out the slides' content based on the overarching story outline, including the: - Slide headlines (these must be finalized by the end of the week) - Map point OR Gigapixel image point on the left-hand-side AND a rationale on how that will connect to the right-hand-side media and content - Description of possible media (image/video/audio of xyz) - Body text talking points - Possible digital primary and secondary sources to hyperlink

	● Peer review of wireframing (10 minutes) ○ Students in tool group will swap wireframing sketches (each student will assess one peer project) and assess, ask questions, and provide feedback on: 　■ Overarching story outline 　■ Effectiveness of headlines 　■ Media possibilities 　■ Slide discussion points 　■ Possible hyperlinks
Homework	● Due by **next day at midnight:** ○ Students must address peers' comments/questions in sketches, photograph, and upload them along with the finalized slide headlines

Session Title	StoryMapJS Project Slide Intro Text
Date & Place	Wednesday. Day 8
Learning Objectives	● Develop overarching and subthemes that form the skeleton of a narrative-based project ● Compose succinct descriptive, yet analytical text ● Form effective critical and transition sentences
Student Class Preparation	1) Finalized wireframing sketches and slide headlines
Materials Needed	1) **Reference**: StoryMapJS Project Template | <u>Evidence and Source Integration in Digital Projects</u> | StoryMapJS Project Assignment 2) **Website**: https://storymap.knightlab.com/ | https://repositories.lib.utexas.edu/handle/2152/63049
Session Breakdown	● Go over the StoryMapJS Project Template (10 minutes) ○ Explain that the Google Doc is meant to be a working document where students will be compiling and reworking the project's content ○ Students will have the <u>option</u> (<u>not required</u>) to publish the finalized working document through Texas ScholarWorks ■ Will provide a stable web URL for them to include in their resume (example: <u>publication of class exhibition</u>) ○ Review the elements of the Google Document (Texas ScholarWorks information sheet, template, and example pages) and how the components match up to the fields in the StoryMapJS platform ○ Underscore that the template will be a required part of the final digital project assignment ● Develop intro slide text (40 minutes) ○ Create introductory slide body text based on finalized slide headlines ○ Flesh out outlines
Homework	● Due on **Thursday by midnight:** ○ Submit web URL of working Google Doc with intro slide draft text with footnotes

Session Title	StoryMapJS Project Slides Body Text
Date & Place	Friday. Day 9
Learning Objectives	● Develop overarching and subthemes that form the skeleton of a narrative-based project ● Compose succinct descriptive, yet analytical text ● Form effective critical and transition sentences
Student Class Preparation	1) Finalized wireframing sketches and slide headlines
Materials Needed	1) **Reference**: StoryMapJS Project Template | Evidence and Source Integration in Digital Projects | StoryMapJS Project Assignment 2) **Website**: https://storymap.knightlab.com/ | https://repositories.lib.utexas.edu/handle/2152/63049
Session Breakdown	● Develop body and conclusion slides texts (35 minutes) ○ Create slide body text outlines based on finalized slide headlines ○ Refine transition sentences between slides ● Incorporate footnotes and links to digital primary and secondary sources (15 minutes) ○ Identify digital primary and secondary sources to hyperlink in text ○ Formulate footnotes using Chicago Manual of Style
Homework	● Due on **Friday by midnight:** ○ Submit web URL of working Google Doc with intro, body, and conclusion slide draft text with footnotes

Session Title	**StoryMapJS Project Media and Linked Sources**
Date & Place	Monday. Day 10
Learning Objectives	- Conduct effective and filtered Google searches - Collaboratively develop shared resources - Identify relevant and complementary storytelling media - Understand principles of media citation and linking open sources to project to create a multi-depth/layered digital project
Student Class Preparation	1) Finalized wireframing sketches and slide headlines 2) Draft slide body text
Materials Needed	1) Primary Source Sheet (Advanced Google Search Activity) 2) **Reference**: StoryMapJS Project Template | Evidence and Source Integration in Digital Projects | StoryMapJS Project Assignment 3) **Website**: https://www.google.com/advanced_search?hl=en&fg=1 | https://storymap.knightlab.com/
Session Breakdown	- Finding Digital Primary Sources (10 minutes) - Point out other digital collections: - Benson: Primeros Libros | Relaciones Geograficas | Early Maps - World Digital Library and John Carter Brown - Re-demonstrate Google Advanced Search, specifically narrowing down search results using region and domain fields - Media selection, credits, & captions (25 minutes) - Select media that complement the topics they are discussing in each slide - Develop media credits & captions given assignment parameters - Further reading slide & hyperlinked sources (15 minutes) - Develop "Sources/Further Reading" slide - Hyperlink as many entries as possible with permalinks (stable web URLs) to catalog library records, digitized article, or e-books - Go over homework details & answer questions
Homework	- Due on **Monday by midnight**: - Draft of selected media, media credits, media captions, and web URLs to linked sources (Optional): If student is creating an image-based StoryMapJS project on an image that has not been previously prepared by instructor, they must submit through Canvas a high-resolution TIFF or JPG (longest side must be at least 2000 pixels)

Session Title	StoryMapJS Project Draft Peer Review and Reworking
Date & Place	Wednesday. Day 11
Learning Objectives	● Assess digital projects ● Provide constructive criticism with recommendations to peers ● Consider peer feedback to improve effectiveness of digital project
Student Class Preparation	1) Final draft of all project components, including media, media captions, media credits, slide headlines, slide body text, project credits slide, and sources slide with hyperlinks and footnotes incorporated (**12.5 points**)
Materials Needed	1) **Reference**: StoryMapJS Project Template 2) **Website:** http://canvas.utexas.edu/

Session Breakdown	● Project draft peer review through Canvas assignment (25 minutes)
	  ○ Students will assess, ask questions, and provide feedback on:
	    ■ Overarching story and, if applicable, relevance of Gigapixel image to subject
	    ■ Appeal of project title and slide headlines
	    ■ Effectiveness of media to illustrate slide body text and its proper citation and description
	    ■ Cohesion of the media, slide text, and map point/Gigapixel image detail
	    ■ Relevance of primary and secondary source to body text and hyperlinked text
	    ■ Flow/effectiveness of transition sentences between slides
	● Project draft reworking and finalizing (25 minutes)
	  ○ Students will consider peer reviews to address issues/questions and implement relevant recommendations to finalize project draft

Homework	● Due in class:
	  ○ Peer review through Canvas assignment (**12.5 points**)
	● Due on **Thursday by noon:**
	  ○ Create a Gmail account if they don't already have an @utexas.edu Gmail

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Session Title	**StoryMapJS Tool Workshop**
Date & Place	Friday. Day 12
Learning Objectives	● Build technical capacity on digital tool ● Understand common technical issues & ways to address them ● Search for solutions to technical problems
Student Class Preparation	1) Peer-reviewed Google Doc with final draft of all project components, including the media, media captions, media credits, slide headlines, slide body text, project credits slide, and sources slide with hyperlinks and footnotes incorporated (previously submitted through Canvas) 2) Create a Gmail account if they don't already have an @utexas.edu Gmail account 3) If student is creating an image-based StoryMapJS project, they must have the web URL and image dimension information the instructor provided
Materials Needed	1) **Reference:** StoryMapJS Project Assignment | StoryMapJS Coding 2) **Website:** https://storymap.knightlab.com/ | StoryMapJS Project Template

Session Breakdown	● Tool training using final draft (25 minutes)
	  ○ Navigate to storymap.knightlab.com/ and click on "Make a StoryMap"
	  ○ Log into Gmail account to navigate to the StoryMapJS creator view
	  ○ Go over project "Options" window; Demonstrate how to:
	    ■ Modify overarching project aesthetics, including language, fonts, "Cartography | Image" option (adds dotted lines connecting points)
	    ■ Change the map base or bring in a Gigapixel image
	      ● For the Gigapixel option, ask students to pull up the web URL and image dimension information the instructor provided
	      ● Select "Gigapixel" in the "Map Type" dropdown menu
	      ● Enter image dimensions & web URL of web-hosted image tiles
	  ○ Go over "Media" field in creator view; Demonstrate how to:
	    ■ Upload already resized JPG image or add a web URL for an already online hosted image
	    ■ Hyperlink text in media caption (StoryMapJS Coding)
	  ○ Go over headline and body text fields in creator view; Demonstrate how to:
	    ■ Hyperlink and superscript footnote text (StoryMapJS Coding)
	    ■ Change the slide's right-hand-side "Background Options"
	  ○ Go over creating points/body slides; Demonstrate how to:
	    ■ Add a new slide
	    ■ Place marker over map or zoomable image
	    ■ Change markers
	    ■ Set zoom level for the slide
	  ○ Preview your project using the "Preview" tab
	● Individual project building (25 minutes)
	  ○ Work time for students to building their digital project
	  ○ Troubleshoot issues that might arise and share common ones with the class

Homework	● Continue building project ● Reminder: Final project will be due on **Monday by midnight**.

Session Title	**StoryMapJS Project Building & Troubleshooting**
Date & Place	Monday. Day 13
Learning Objectives	● Recall and put into practice technical skills previously acquired ● Troubleshoot common technical issues for tool ● Search for solutions to technical problems or questions that might arise ● Implement/address constructive criticism and feedback given on project
Student Class Preparation	1) Peer-reviewed Google Doc with final draft of all project components, including the media, media captions, media credits, slide headlines, slide body text, project credits slide, and sources slide with hyperlinks and footnotes incorporated (previously submitted through Canvas)
Materials Needed	1) **Reference:** StoryMapJS Project Assignment	StoryMapJS Project Template	StoryMapJS Coding 2) **Website:** https://storymap.knightlab.com/	http://canvas.utexas.edu/

Session Breakdown	● Individual Project Building (45 minutes)
	  ○ Work time for students to continue building their digital project
	  ○ Troubleshoot issues that might arise and share common ones with the class
	    ■ Coding for hyperlinking and superscripting text are common troubleshooting issues, please refer to StoryMapJS Coding reference.
	    ■ **Note:** Most issues have to do with the copying and pasting of code into the platform, which are almost always addressed by having students copy and paste the code into a Notepad file and cut and paste from there to StoryMapJS.
	● Final Digital Project Submission Instructions (15 minutes)
	  ○ Demonstrate how to publish StoryMapJS project and what web URL to submit through Canvas
	  ○ Demonstrate how to download a Word document file version of the Google Doc they have been using to compile the content for their digital project
	  ○ Go over grading rubric and answer any questions

Homework	● Due on **Monday, by midnight:**
	  ○ Submit through Canvas:
	    ■ Web URL of published StoryMapJS project (**100 points**)
	    ■ Word Doc file of digital project content compiled in Google Doc version (**100 points**)

Session Title	Engaging Non-Specialist Audiences: Key terms in group
Date & Place	Wednesday. Day 14
Learning Objectives	● Understand definition and importance of metadata ● Identify adequate descriptive key terms to engage and connect audiences to digital projects and sources ● Categorize and organize subjects & concepts to develop a cohesive narrative
Student Class Preparation	1) Final version of digital project
Materials Needed	1) ArcGIS Story Map Collaborative Google Doc (create one and share with students) 2) **Websites:** *Apostolicos afanes de la Compañia de Jesus* book catalog record & table of contents

Session Breakdown	● Introduction (5 min)
	  ○ Connecting audiences to scholarship and sources
	  ○ Importance of making your project findable/accessible and engaging to a broader audience
	● Catalog Record Exercise (15 mins)
	  ○ Write on the board the following:
	    ● Title: Apostolicos afanes de la Compañia de Jesus, escrito por un padre de la misma sagrada religion de su provincia de Mexico.
	    ● Publication Information: Barcelona, P. Nadal, 1754
	  ii. Ask students to guess on what the topic or contents might be in this book based on the provided information (5 mins)
	  ○ Pull up the book's table of contents to look at the content (5 mins)
	  i. Ask students to reconsider the subjects/topics of the book
	  ○ Pull up *Apostolicos afanes de la Compañia de Jesus* book catalog record (5 mins)
	  i. Underscore the importance of descriptive information for discoverability
	● Class Activity: Subject Terms & Groupings (30 mins)
	  ○ Pose the following question to students: "How would you search for your project in UTL catalog?" (5 mins)
	  i. Ask students to develop a list of key terms/subjects (3-5) on the whiteboards that describe their digital project, keeping in mind:
	    ● Subject, Geographic Regions, Period, and Individuals
	  ○ Create project groups based on individual subject terms (15 mins)
	  i. Groups should write down the shared subject terms to use in the next class

Homework	

Session Title	**Engaging Non-Specialist Audiences: Individual introduction and critical question**
Date & Place	Friday. Day 15
Learning Objectives	● Categorize and organize subjects & concepts to develop a cohesive narrative ● Write effective and concise project abstracts ● Develop critical questions or activities based on research to engage non-specialist audiences
Student Class Preparation	1) Final version of digital project
Materials Needed	1) ArcGIS Story Map Collaborative Google Doc 2) **Websites:** *Apostolicos afanes de la Compañia de Jesus* book catalog record & table of contents
Session Breakdown	● Individual Activity: Digital Project Introduction & Audience Activity (30 mins) 　○ Students will flesh out identified subject terms to create a project abstract that is 2-3 sentences long (~50 words). The synopsis should include: 　　i. Central question/main Topic 　　ii. Description of the primary source(s) that form the basis of the project 　　iii. Contextual information for these sources ● Students will pose a critical question or design an activity to encourage audiences to engage with the project meaningfully (10 min) 　　i. Example: "Where are the natives in this map? How are they depicted? What does that say about how the Spanish viewed them?" ● Students will find an image that could be used to illustrate their project (10 min)
Homework	● Due **by midnight next day through Canvas and Google Doc:** 　○ Individual project introduction 　○ Public link to image 　○ Critical question(s) or activity

Session Title	Constructing Class ArcGIS Story Map
Date & Place	Monday. Day 16
Learning Objectives	- Collaboratively create introductory text for thematic sections - Make design decisions - Identify effective illustrations for multifaceted themes - Develop concise presentations of complex research & digital work
Student Class Preparation	1) List of subject terms used to form groups 2) Individual Digital Project Introduction
Materials Needed	1) ArcGIS Story Map Collaborative Google Doc 2) Website: https://storymaps.arcgis.com/en/
Session Breakdown	- Group Activity: Developing Thematic Sections (30 mins) - Theme Introduction (20 mins)<ol type="i"> - Groups will write a collective introduction for their projects in class Google Doc - Introduction should be 3-5 sentences long (~75 words) and include: - Engaging intro sentence on the shared theme/geographic context/topic - Historical context - Segue into individual projects, listing broadly the topics the projects cover - Find and select section image to go with introduction (10 mins) - Determine order of the projects as they will be listed - Class activity: Class ArcGIS Story Map Design (15 mins) - Vote on Story Map template & theme coloration<ol type="i"> - Template: Tabbed, Side Accordion, Bulletted - Determine order of thematic groups - Discuss class showcase format (5 mins)
Homework	- Due **by midnight next day through Canvas:** - Text for 1-minute presentation on their research & digital project 30 seconds should be on your research paper 30 seconds should be on your digital project - Must clearly state the link between your research and digital project - Practice lightning talk with your group

Session Title	Public Showcase (see note on introduction for FERPA regulation)
Date & Place	Wednesday. Day 17
Learning Objectives	● Present research and digital work concisely to a non-specialist audience
Student Class Preparation	1) 1-minute presentation on their research & digital project
Materials Needed	1) Links to class digital project website 2) Presentation stations with laptops
Session Breakdown	● Introduction to "Spanish Colonialism in the Indigenous Borderlands" class (5 minutes) ● Lighting Presentations (20 minutes) ○ Students give a 1-minute presentation on their research & digital project ● Open House (25 minutes)
Homework	● No homework

Session Title	Reflections
Date & Place	Friday. Day 18
Learning Objectives	● Critically reflect on the utility of digital methods and relevance of research
Student Class Preparation	1) None
Materials Needed	1) Class assessment surveys

Session Breakdown	● Reflections (35 minutes)
	  ○ Students will share:
	    i. What challenges did you experience?
	    ii. What went well?
	    iii. What did you learn that was new?
	    iv. What surprised you?
	    v. What did you learn about yourself?
	● Class assessment surveys (15 minutes)

Homework	● No homework

3. Attachments

a. Defining the Digital Humanities Reading Guide

In Spanish

1. Visita la web https://whatisdigitalhumanities.com y recarga/refresca la página varias veces. Escoge dos definiciones y apúntalas para compartir con la clase.

2. Descarga el artículo "Las Humanidades Digitales: principios, valores y prácticas" de Antonio Rojas Castro que encontrarás en Canvas. Lee las partes que no están tapadas con un recuadro gris y responde a las siguientes preguntas de forma concisa y con referencia al artículo.
   a) ¿Qué son las humanidades digitales para Rojas Castro?
   b) ¿Cuáles son tres características básicas de las HHDD que las distinguen de las Humanidades?
   c) ¿Cuál es uno de los múltiples debates acerca de la práctica de las HHDD que "choca" con las Humanidades más tradicionales? ¿Por qué existe dicho debate? (Hay varios, escoge uno).
   d) Apunta algunas de las actividades principales de las HHDD.

In English

1. Visit https://whatisdigitalhumanities.com and reload/refresh the page several times. Note of two definitions that you like and write them down to share with the class.

2. Read the article "The Digital Humanities Situation" by Alvarado (2012) http://dhdebates.gc.cuny.edu/debates/text/50 and "Digital Humanities: The Expanded Field" by Klein and Gold (2016) http://dhdebates.gc.cuny.edu/debates/2 and respond to the following questions:
   a) What are the digital humanities for these authors?
   b) What are some of the basic characteristics of DH that are different to the Humanities?
   c) What are some of the debates around DH? Why? (Several are mentioned, choose one).
   d) What are the main activities in DH?

b. Choose a Digital Tool / Selección de herramienta digital

In Spanish

1. Explica brevemente tu objeto y tema de investigación:
2. Primera opción:
   a. ¿Cuál herramienta digital sería tu primera opción y por qué?
   b. ¿Qué tema o pregunta vas a explorar con la tecnología?
3. Dibuja el proyecto que imaginas según la herramienta:
4. Segunda opción:
   a. ¿Cuál herramienta digital sería tu segunda opción y por qué?
   b. ¿Qué tema o pregunta vas a explorar con la tecnología?
5. Dibuja el proyecto que imaginas según la herramienta:

In English

1. Briefly explain your object/document and main research:
2. First Option:
   a. What tool would you choose and why?
   b. What topic or question are you going to explore with this tool?
   c. Draw/outline the project you envision with this tool:
3. Second Option:
   a. What tool would you choose and why?
   b. What topic or question are you going to explore with this tool?
   c. Draw/outline the project you envision with this tool:

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c. Storymap reading guide

"Spatial History, deep mapping and digital storytelling" by Tiffany Earley-Spadoni

In Spanish

1. ¿Cuál es el argumento general de Earley-Spadoni en el artículo?
2. ¿Que definición de "Humanidades Digitales" ofrece Earley-Spadoni?
3. ¿Qué es un "mapa profundo"? ¿Qué es lo que 'hace' y para 'quién'?
4. ¿Cómo es útil el "mapeo profundo" para "discutir geografías en disputa"?
5. ¿Qué es la "narración digital" y cuáles son unos de los objetivos para esta clase de proyectos? Nombra un ejemplo.
6. ¿Qué consejo ofrece Earley-Spadoni para desarrollar una historia "buena" utilizando mapeo digital?

In English

1. What is the general argument of Earley-Spadoni in the article?
2. What definition of "Digital Humanities" does Earley-Spadoni offer?
3. What is a "deep map"? What does it "do" and for "whom"?
4. How is "deep mapping" useful for "discussing disputed geographies"?
5. What is "digital storytelling" and what are some of the objectives for this kind of projects? Name an example
6. What advice does Earley-Spadoni offer to develop a "good" story using digital mapping?

d. Storymap project assignment

The objective of the StoryMapJS assignment is to curate visuals and text to develop a cohesive story based on your research, secondary source readings, and the Benson primary source materials you have examined this semester.

You will create either a:
1. Map-based project, where you drop points on a **map** and tell a <u>cohesive</u> story through geography ([Example](#))
   OR
2. Image-based project, where you drop points on a **zoomable image** and tell a story about the depicted subject matter by examining the details you have pointed out on the image ([Example](#)). For this StoryMapJS version, you will have to select **one primary image** (the zoomable image on the left-hand side of the presentation tool) that you will analyze. <u>If you are not using</u> the Benson maps we looked at during this semester ([Pimeria Alta](#), [Coahuila](#), and [New Mexico](#)), **submit** through the "Optional: Image-Based StoryMapJS Project Zoomable Image" Canvas assignment a high-resolution TIFF or JPG (longest side must be at least 2000 pixels) of the primary image by **Monday November 12, midnight**.

You will create 8-10 accompanying slides (image/video/audio and text that appears on the right-hand side panel of the presentation tool) that include:
- Introduction to the overarching story (for example, "Expeditions into Texas" or "The Depiction of Colonialism")
- 4-6 Body slides (pins for these must be on different points on the map/details on the zoomable image and play with the tool's zoom feature)
- Conclusion
- "Project Credits" slide
- "Sources" slide with full citations of the sources used and additional suggested readings in the Chicago Manual of Style format, hyperlinked to either catalog.lib.utexas.edu records, FromThePage materials, or the actual digitized source whenever possible

The introduction, body, and conclusion slides should each contain:
- Headline text: 4-6 words
- Media: <u>Relevant</u> image or audio-visual item that is already hosted online (media hosted through your UTBox account, Twitter posts, Flickr images, YouTube videos, or other supported platforms) or uploaded through the tool
- Media Credit: Must include the name of the institution where object is originally held OR digital publisher (YouTube, website, etc.)
- Media Caption: Contextual/label information must be in this format: "Title of work," Name of creator, Date of creation. 5-10-word description of object tying it to the topic of the slide.
- Image/Map Point: 5-6 word description of image detail the slide highlights/discusses/analyzes

- 150-200-word slide body text: Descriptive/analytical text that concisely incorporates primary and secondary source research, selected media, and the point on the map/detail of the zoomable image to support the slide's argument/topic. It **must include**:
  - Hyperlinks to at least **one Benson primary** source hosted through FromThePage and **one secondary source** (at least two distinct primary and two secondary sources for the entire project)
  - 1-2 footnote(s) in Chicago Manual of Style format (words will not included in the 150-200-word body text count)

If you would like to incorporate direct quotations, they must not exceed 20 words in total and they will not included in the 150-200-word body text count

e. Storymap project template

Please complete this table.

Title of StoryMap project [could be the title text you enter in the first slide]:
Creator Name [Last Name, First]:
Complete fields below if you wish to publish this project in Texas ScholarWorks. Texas ScholarWorks provides a long-term stable URL for UT-Austin scholarship.
Are you okay with this project being modified by others?
Are you okay with someone benefiting financially from this project?
Date when you finalized the project text below:

- Create a title page for this document. It should include the title of the StoryMap project, the zoomable image, and your name.
- The text entered for each StoryMapJS slide should be on its own page in this document--create a page break by holding down the Ctrl key and pressing Enter.
- Include the code for hyperlinks you are including in the credit line, caption, and text within the text.
- End this document with a "Project Credits" slide and a "Sources" slide.

SLIDE EXAMPLE

INVENTORY OF AN EMPIRE

Credit: JGI XXIII, Joaquín García Icazbalceta Collection, LLILAS Benson

Caption: "Instrucción," Cronista Mayor-Cosmógrafo, 1577. Printed questionnaire attached to Philip II's decree requesting geographic survey. Map Point: Map's center

Knowledge is power, particularly when it comes to imperial expansion and maintenance. To compete with other European rulers, the Spanish monarchy needed to account for its vast territories, especially its distant American ones. In 1577, Philip II ordered local officials throughout New Spain (roughly present-day Central America) to provide information about the towns they controlled. This map is one of 69 known visual responses he received.

In 1580, Culhuacán's authorities gathered to answer the 50 printed questions that came with the royal decree. Through text and image, they discussed such topics as the town's pre- and post-encounter history, demographics, culture, environment, and economy. They provided some of the information in an account, and ordered a local Native elite, Pedro de San Agustin, to illustrate the rest--this map was his contribution to the empire.

SLIDE TEMPLATE

[HEADLINE]

[Image]
Media Credit: [Source information, where it is deposited, etc.]
Media Caption: [Contextual/label information must be in this format: "Title of work," Name of creator, Date of creation. 5-10-word description of object tying it to the topic of the slide.] Image/Map Point: [5-6 word description of image detail the slide highlights/discusses/analyzes]

[Text. Include all hyperlinks & footnotes]

Lesson plan designers: Jennifer Isasi, Joshua Ortiz-Baco and Albert Palacios, in the Digital Scholarship Office at LLILAS Benson Latin American Studies and Collections, in Fall 2018.