🧖 Teacher Guide – Los Pinos Video Blog Project

Topic: Contemporary Mexico through the Presidential Houses at Los Pinos **Estimated time:** 4–5 sessions + 1 museum visit

General Objective

To help students understand the Contemporary Period of Mexican history by connecting presidential legacies with physical spaces and social context. Students will explore the historical role of one president (Miguel Alemán, Adolfo Ruiz Cortines or Lázaro Cárdenas), visit his presidential house at Los Pinos, and produce a 3–5 minute video blog that combines historical research, media production, and personal reflection.

📚 Skills Developed

- Historical analysis and contextual thinking
- Research and proper APA citation
- Teamwork and collaborative planning
- Critical reflection and self-assessment
- Use of digital tools (video editing, scripting, visual storytelling)

📰 Session Breakdown

Session 1 – Introduction & Research

Objective: Understand the project, form teams (3–5 members), and begin researching the selected president and house. **Activities:**

- Teacher presents the project and possible presidential houses
- Students choose their focus and form teams
- Begin research using websites or physical books on the following:

- The president's biography and major reforms
- Historical context (period, challenges, political climate)
- Symbolic or historical significance of the house they will visit
- Students must create a shared document or handwritten notes with information, including at least 4 sources cited in APA format

Session 2 – Planning the Vlog

Objective: Design the structure of the vlog and define individual roles. **Activities:**

- Students choose one of 3 possible vlog styles (informative, creative, journalistic)
- Create a storyboard or rough script of what will be filmed
- If using AI for writing or ideas, students must:
 - Write clear, detailed prompts
 - Compare Al-generated content with reliable sources
- Begin drafting introduction, key talking points, and conclusion

Al Prompting Tips:

- 1. Role: What I want it to be (Economist, Marketing, etc.)
- 2. Action: What I want it to do.
- 3. Form: How I want it delivered (table, PowerPoint presentation, etc.)
- 4. Background: What the context is (Who is it for, a company, etc.)

Session 3 – Museum Visit (Los Pinos)

Objective: Record materials and gather content for the vlog. **Activities:**

- Each team visits one presidential house (Alemán, Ruiz Cortines or Cárdenas)
- Capture 20-25 key images or 8-10 video scenes
- Record spoken reflections or reactions
- Take notes to connect space and symbols to the president's leadership

Session 4 – Video Production

Objective: Create the final video with editing, structure, and personal reflection. **Activities:**

- Teams edit their vlog using apps like CapCut, iMovie, Canva or InShot or other tools
- Final video must include:
 - Introduction (who, what, why)
 - Development (footage + historical explanation)
 - Conclusion (personal opinion + reflection)
- Optional: Add music, captions, or images to improve clarity

Session 5 – Presentation and Reflection

Objective: Share final videos, reflect on learning and teamwork. **Activities:**

- Watch each team's video in class or submit online
- Each student submits:

Self-Reflection Questions

- 1. What did I learn about this president and the time he governed?
- 2. What surprised me the most about his house or his leadership?
- 3. How did this project help me understand history differently than in a regular classroom?
- 4. What part of the project was the most difficult, and how did I solve it?
- 5. If I could improve one thing about my own work, what would it be and why?

99 Peer-Evaluation Questions

- 1. Did all team members participate actively and fairly?
- 2. How well did we organize our work as a team?
- 3. What was one thing that a teammate did really well during the project?
- 4. What could we do better next time to improve our teamwork?
- 5. If I had to give our team a grade, what would it be and why?

APA Citation Guide (for students)

Minimum: 2 sources per team (books, websites, videos) Use this format for **websites**:

Website:

Author(s). (Year). *Title of the page or article*. Retrieved from Website Name On URL On *Date*

➡ Example:

INEHRM. (2023). *Lázaro Cárdenas: Reforma agraria y justicia social*. Retrieved from Gobierno de México. on <u>https://www.gob.mx/inehrm/articulos</u> On June 18th, 2025.

Book:

Last name, Initial(s). (Year). Retrieved from *Title of the book*. Publisher.

➡ Example:

Aguilar Camín, H. (2019). Retrieved from *Una historia mínima de México*. El Colegio de México.

Video:

Name of Channel or Author. (Year). *Title of the video* [Video]. Retrieved from YouTube. URL → Example:

Canal Once. (2022). *La vida de Miguel Alemán Valdés* [Video]. Retrieved fromYouTube. <u>https://www.youtube.com/</u>...

Students must include the sources at the end of their notes or in a final slide in the video.

Final Checklist (5 Key Points – Yes / No)

- 1. The team used reliable sources, cited them in APA, and worked in an organized way.
- 2. The video includes a clear structure: introduction, development, and conclusion.
- 3. The student submitted both a self-evaluation and a peer-evaluation.
- 4. The video is between 3 and 5 minutes long, with clear audio and editing.
- 5. The video connects the house to the president's leadership and includes a final reflection.