

### OPTION 3

## New Orleans Today

### Updating Spike Lee's Story

#### Investigate

Students or other users of this curriculum will investigate the condition of New Orleans at the present moment.

- ◆ What has changed since the film was created? Why and how?
- ◆ What has not changed since the film was created? Why not?
- ◆ What information can you discover about the people, places, and institutions featured in the film and their situation today?
- ◆ What about the situation of displaced students and teachers or schools and colleges damaged due to Katrina? Is there a story about education waiting to be told here?

#### Communicate

Students or other users of this curriculum can display what they have learned from their investigation in a variety of forms, including:

- Writing an essay, editorial, or article for publication
- Creating a Web site
- Volunteering for Habitat for Humanity, Catholic Charities, Common Ground, Acorn, People's Organizing Congress, etc., or another community or charity group working to rebuild New Orleans
- Spreading the word among family, friends, and community members by organizing a fund-raising event
- Writing a story, play, or song, or creating a work of art about the current state of New Orleans and the Gulf states

#### Update

If you were remaking Spike Lee's film today, how would you approach it? What themes would be central to the story you wish to tell? How would you go about telling the story? What are the voices you would include? Why? What techniques would be central to getting your perspective across? Would the questions "Who are we as a country? Who do we want to be?" play a role in your documentary film? Why or why not?