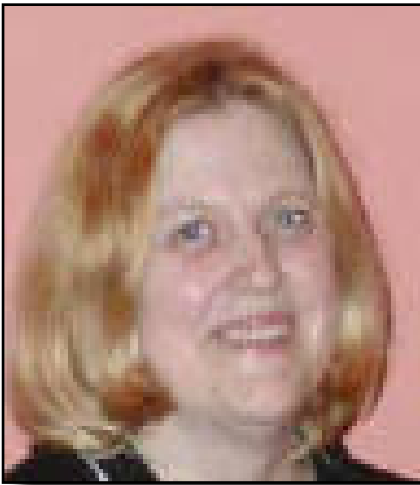


# “Digital Storytelling: Integrating Technology Across the Curriculum”

## ~ A Returning Developer ~



For further information contact...

### Kay Teehan

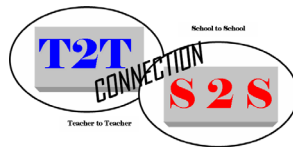
Bartow Middle School

550 Clower St.

Bartow, FL 33830

863-534-7415

Kay.teehan@polk-fl.net



## 2007 - 2008 IDEA CATALOG OF EXCELLENCE

### ■ PROGRAM OVERVIEW

This program is all about integrating technology into the curriculum (as mandated by NCLB) without losing any of the integrity of the content and adding the multi-media concepts that intrigue our students today. Students love technology — yet schools do not utilize their talents in this area to the fullest potential.

*Digital Storytelling* takes the mundane research project and adds the pizzazz that makes it a special project.

### ■ OVERALL VALUE

- Student becomes an active, participatory learner
- Uses organization skills (CRISS strategies)
- Participates in an alternative learning style
- Are assessed through authentic means
- Performs authentic tasks (Life skills)

### ■ LESSON PLAN TITLES

- History Comes Alive with Digital Storytelling!
- Extreme Poetry!

### ■ MATERIALS

This process uses resources readily available to teachers. It requires a computer, movie making software already on your XP operating system, and resources of images, video, and music you can find on the Internet.

### ■ ABOUT THE DEVELOPER

Kay Teehan has a BS in Education and a MA in Educational Technology. She has certification from the National Board for Professional Standards, and has been chosen as a Florida Master Digital Educator.

She is the author of a book titled Digital Storytelling: In and Out of the Classroom. Currently, she is Media Specialist at Bartow Middle School.



# “Digital Storytelling...” Kay Teehan

## Lesson Plan No 1: History Comes Alive!



### ■ **SUBJECTS COVERED**

Social Studies, Language Arts

### ■ **GRADES**

Four - Twelve

### ■ **TOPIC**

Creation of digital stories for documentary entries into History Fair competition

### ■ **OBJECTIVES**

- Students will use research techniques to find accurate information about an historical event.
- Students will use multimedia resources to express and communicate an historical event of their choice
- Students will demonstrate proper citation for all resources used in presentation
- Students will demonstrate that combining text, narration, audio, & visual resources can make an emotional connection with an audience

### ■ **SUNSHINE STATE STANDARDS**

#### **Standard 1**

The student understands historical chronology and the historical perspective.

SS.A.1.3

1. understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.
2. knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.
3. knows how to impose temporal structure on historical narratives.

#### **Standard 2**

The student understands the power of language.

LA.D.2.3

1. selects language that shapes reactions, perceptions, and beliefs.
3. distinguishes between emotional and logical argument.
4. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.
5. incorporates audiovisual aids in presentations.
6. understands specific ways that mass media can potentially enhance or manipulate information.
7. understands that laws exist that govern what can and cannot be done with mass media.

### ■ **TECHNOLOGY / MATERIALS**

- Computer w/ Internet connection
- Microsoft's "MovieMaker 2"
- Unitedstreaming.com
- Digital camera (optional)
- "Audacity" program with the LAME patch (FREE downloads)

### ■ **DIRECTIONS**

Students sometimes find it difficult to understand and interpret history. Through the use of digital storytelling, they can use text, narration, music, video, and images to tell a story of an historical event that is exciting and real-world.

#### **Background Info for Teachers**

Our students have grown up in a digital world and are excellent at multi-tasking. They are almost exclusively visual learners, and therefore some abstract thinking in analyzing historical events will not come easy to them. The use of video, images, and audio resources will make this task more comfortable to them as well as tap into their natural gravitation towards the use of digital resources.

### **Procedures**

#### **1. Assign groups**

Take care in choosing which students will work on which team. You will want your group to be heterogeneous in almost every way – personality types, academic talent, technological talent, learning styles, etc. Once chosen, you need to monitor the groups to ensure that they are successfully working together and intervene when necessary

#### **2. Demonstrate & teach the software**

I use an LCD projector and actually use pre-selected facts and graphics to create a digital story using MovieMaker2 on the screen for the class. I drag-and-drop images and video, create titles, create and insert narration and music, and insert effects and transitions. This modeling of a story is important to ease any fears that this is going to be too difficult for some students. They will clearly see that the process is not difficult and is --in fact--fun! You will need to be familiar with Premier Elements and Audacity before you attempt to teach it to students.

#### **3. Show exemplary digital stories**

Students need to see finished projects that exemplify the characteristics you want them to incorporate in their digital stories. These can be found at: <http://www.digitales.us>

#### **4. Assign task (essential questions)**

Students need to research historical events using research techniques (i.e. BIG6, FIBDS, etc.) to find an event that they appreciate. Then they need to find the resources (images, music, video. etc.) that they need to tell the story in multi-media ways.



# “Digital Storytelling...” Kay Teehan

## Lesson Plan No 1: History Comes Alive!



### Define expectations (rubric)

### Content Rubric (Scott County Digital Storytelling Rubric)

<u>Elements</u>	<u>1 -Emerging</u>	<u>2-Developing</u>	<u>3-Very Good</u>	<u>4-Exemplary</u>
1. Evidence of addressing the essential question	Realization is dramatically different than expectation	Realization differs from expectation	Realization from expectation is subtle	Realization and expectation do not differ
2. Point of View Evident	Limited awareness of audience and/or purpose	Some evidence of communication with audience; some lapse in focus	Focuses on purpose; communicates with audience	Establishes a purpose and maintains a clear focus; strong awareness of audience
3. Story has emotional aspect	Audience has little emotional engagement	Audience lapses in emotional engagement	Audience is emotionally engaged	Audience is deeply and emotionally engaged
4. Illustrations, graphics, sound choices match content	Sequential composition; images do not match purpose	Sequential composition; succinct, images & sounds are controlled/logical	Sequential composition; succinct; images & sound create atmosphere and/or tone	Sequential composition; succinct; images & sound creates an atmosphere and/or tone; may communicate symbolism and/or metaphors
5. Pacing of story intrigues audience	Mechanical rhythm; limited use of punctuation; limited vitality	Some rhythm; limited suggestions of emotion via sound effects, lapses in vitality	Engaging rhythm; use of "white space"; evidence of vitality; good use of sound	Engaging rhythm; suggestions of emotions using sound effects; use of "white space"; enhanced vitality

# “Digital Storytelling...” Kay Teehan

## Lesson Plan No 1: History Comes Alive!



### Historical Narrative Rubric (National Standards of US History)

<u>Elements</u>	<u>1 - Emerging</u>	<u>2-Developing</u>	<u>3-Very Good</u>	<u>4-Exemplary</u>
Std 1 Chronological Thinking	Order of events not in sequence	Order of events mostly sequential	Order of events follow sequential order	Order of events sequential and enhanced with flashbacks or other effects
Std 2 Historical	Historical narrative does not address purpose; visuals do not illustrate historical events, information inaccurate	Historical narrative somewhat addresses purpose; visuals illustrate historical events; some information inaccurate	Historical narrative addresses purpose; visuals illustrate purpose; information accurate	Historical narrative expands purpose; visuals engage audience with the purpose; information accurate
Std 3 Historical Analysis &	Incorrect analysis of cause-and-effect relationships; no relationship of individuals to history; no reference to human role in history	Some cause-and effect relationships noted; individuals relationship to history plays minor role	Cause-and effect relationship evident; importance of human role in history is evident	Cause-and-effect relationships strong; evidence of influence of human role in history, influence of ideas, and the role of chance
Std 5 Historical Research Skills	No evidence of research citations	Incomplete citations of research	Citations of research correctly noted	Citations of research correctly noted; extend bibliography included for further exploration of topic

### ■ **BEGIN RESEARCH (CONCEPT MAPPING & RESEARCH MODEL)**

Most students will tell you they know how to search for information on the Internet. They most likely think that knowing how “to Google” is all there is to the search process. Students who are novices to searching need instruction on Boolean logic techniques, database and subscription sites available, CD-ROM resources, and tips on how to look for biased or inaccurate information. With

younger students, I would recommend you give them a list of pre-selected sites where you know they will find good information that is on a level they will understand. Even with my Middle School students, I usually give them lists of web sites I want them to use. This is because with this age of student, no matter what topic they are researching or how good your filtering system at school

is, they will end up with rap music lyrics on the screen. It’s like magic... only scarier. To preserve your sanity, you may want to give them pre-selected sites such as Unitedstreaming Video to find the resources they will need.

# "Digital Storytelling..." Kay Teehan

## Lesson Plan No 1: History Comes Alive!



### ■ **BEGIN**

#### ***STORYBOARDING***

Using the storyboard template, students will map out what they want their presentation to look like along with the narration of each visual.

#### Storyboard

Presentation Topic \_\_\_\_\_ Name \_\_\_\_\_

#### Visual

Dialog \_\_\_\_\_

---

---

---

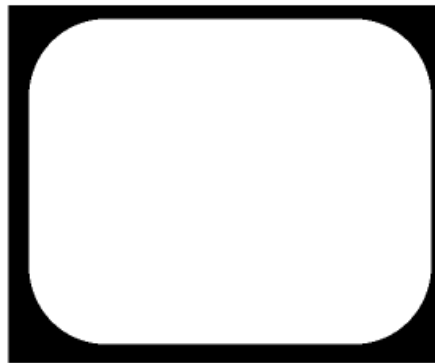
---

---

---

---

---



#### Storyboard

Presentation Topic \_\_\_\_\_ Name \_\_\_\_\_

#### Visual

Dialog \_\_\_\_\_

---

---

---

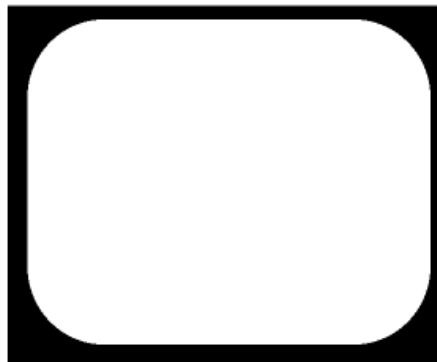
---

---

---

---

---



### ■ **WRITE NARRATION**

When students need to have voice narration in their story, a script needs to be written down, rehearsed, and pre-recorded using Audacity. In writing the narration, students need to consider that narrations are usually not wordy or lengthy. Narrations are succinct, clear, and written in the student's own words.

### ■ **PRODUCE PRODUCT**

All the pieces of the puzzle are ready. Images, video clips, music, narration, and storyboard are in place. Students can begin to put the pieces together in the program to make their digital story. Special effects and transitions add to the professional look of the final project. Titles need to be inserted in appropriate places, and the final title screen should contain the citations of the research sources.

### ■ **ASSESSMENT**

Besides using the project rubrics explained in Step 5 of the Procedures, I also assess projects on how well the cooperative groups worked together. The rubric on the following page is the one I use for that process:

# “Digital Storytelling...” Kay Teehan

## Lesson Plan No 1: History Comes Alive!



### Cooperative Learning Rubric (Adapted from Participation Rubric Developed by Barbara Frandsen, St. Edward's University)

<u>Element</u>	<u>1-Emerging</u>	<u>2-Developing</u>	<u>3-Very Good</u>	<u>4-Exemplary</u>
Work Load	Did less work than the others in group	Did almost as much work as the other in the group	Did an equal amount of work as others in the group	Did a full share of the work - or more than the others in the group
Organization Skills	Did not work with others	Had to be coaxed into doing their part	Worked agreeable with group	Took leadership role in helping group get organized
Creativity	Seemed bored with assignment	Listened to others and made some suggestions	Participate in group discussions	Provided many ideas for project development
Communication	Never expressed excitement and/or frustration	Rarely expressed feeling about assignment	Usually shared feelings and thoughts with group	Clearly communicated ideas, feelings, and thoughts with group
Listening	Refused to accept feedback from group	Argued own point of view over feedback	Reluctantly accepted feedback	Accepted feedback from others willingly
Timeliness	Some work never completed; and others had to complete assignment	Work was usually late but completed in time to be utilized	Work was ready at agreed upon time	Work was ready on time - usually ahead of time

# “Digital Storytelling...” Kay Teehan

## Lesson Plan No 1: History Comes Alive!



### ■ **IMPACT ON STUDENT LEARNING**

This technology strategy has a profound impact on student learning in the following ways:

- Student becomes an active, participatory learner
- Student uses organization skills (CRISS strategies; BIG6 strategies)
- Student participates in an alternative learning style
- Student assesses information through authentic means
- Student performs authentic tasks (Life skills)
- Student participates in peer coaching activities
- Student collaborates on projects and works collegially (KAGEN strategies)
- Student uses higher-level thinking levels in evaluation, application, and synthesis of ideas
- Student achieves content achievement at an engagement level much higher than report writing and internalizes knowledge
- Student becomes a communicator of knowledge to others
- Student becomes a designer of effective and stimulating communication
- Student masters research skills and information seeking strategies
- Student utilizes inquiry-based learning
- Student participates in instructional change
- Student integrates technology into curriculum projects
- Student participates in peer review

- Student uses authentic project-based outcomes to share their work
- Student utilizes reflection in a way which improves their skills
- Student participates in planning, writing, and narrating projects which promotes reading literacy in its truest format

### ■ **REFERENCES**

- 1 [http://www.digitales.us/story\\_details.php?story\\_id=12](http://www.digitales.us/story_details.php?story_id=12) Students of Brooks Magnet School, Wichita, KS. Grass Born to be Stepped On Accessed: August 7, 2006.
- 2 <http://www.sscnet.ucla.edu/nchs/standards/thinking5-12.html> National Center for History in the Schools. Accessed: August 19, 2006.
- 3 <http://www.stedwards.edu/cte/resources/grub.htm> Dr. Barbara Frandsen. Cooperative Learning Rubric. Accessed august 19, 2006.
- 4 Pellowski, Anne. The World of Storytelling. New York, R.R. Bowker, 1977.
- 5 Teehan, Kay. Digital Storytelling: In and Out of the Classroom. New York: Lulu Press, 2006.





# “Digital Storytelling...” Kay Teehan

## Lesson Plan No 2: Extreme Poetry!



### ■ SUBJECTS COVERED

Language Arts

### ■ GRADES

Four - Twelve

### ■ OBJECTIVES

- Students will use multimedia resources to express and communicate their appreciation and research of an historical poet and correlating poem
- Students will demonstrate proper citation for all resources used in presentation
- Students will demonstrate that combining text, narration, audio, & visual resources can make an emotional connection with an audience

### ■ SUNSHINE STATE STANDARDS

Standard 2:

The student understands the power of language.

LA.D.2.3

1. selects language that shapes reactions, perceptions, and beliefs.
2. distinguishes between emotional and logical argument.
3. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.
4. incorporates audiovisual aids in presentations.
5. understands specific ways that mass media can potentially enhance or manipulate information.
6. understands that laws exist that govern what can and cannot be done with mass media.

### ■ MATERIALS

- Computer
- Adobe's Premier Elements (program)
- Subscription to “Animation Factory”
- “Audacity” program with the LAME patch (FREE downloads)

### ■ DIRECTIONS

Students sometimes find it difficult to understand and interpret classical poetry. Through the use of digital storytelling, they can use text, narration, music, video, and images to tell a story of background information and feeling behind a selected poet and poem that is exciting and real-world.

### *Background Info for Teachers*

Our students have grown up in a digital world and are excellent at multi-tasking. They are almost exclusively visual learners, and therefore some abstract thinking in analyzing poetry will not come easy to them. The use of video, images, and audio resources will make this task more comfortable to them as well as tap into their natural gravitation towards the use of digital resources.

### *Procedures*

#### 1. Assign groups

Take care in choosing which students will work on which team. You will want your group to be heterogeneous in almost every way – personality types, academic talent, technological talent, learning styles, etc. Once chosen, you need to monitor the groups to ensure that they are successfully working together and intervene when necessary

#### 2. Demonstrate & teach the software

I use an LCD projector and actually use pre-selected facts and graphics to create a digital story using MovieMaker2 on the screen for the class. I drag-and-drop images and video, create titles, create and insert narration and music, and insert effects and transitions. This modeling of a story is important to ease any fears that this is going to be too difficult for some students. They will clearly see that the process is not difficult and is --in fact--fun! You will need to be familiar with Premier Elements and Audacity before you attempt to teach it to students.

#### 3. Show exemplary digital stories

Students need to see finished projects that exemplify the characteristics you want them to incorporate in their digital stories. These can be found at: <http://www.digitales.us>

#### 4. Assign task (essential questions)

Students need to research classic poetry (i.e Frost, Hawthorne, Sandburg) to find an poem that they appreciate. Then they need to find the resources (images, music, video. etc.) that they need to tell the story in multi-media ways. They need to be able to answer the essential question: What is the poet saying to me in this poem?





# “Digital Storytelling...” Kay Teehan

## Lesson Plan No 2: Extreme Poetry!



### Define expectations (rubric) Content Rubric (Scott County Digital Storytelling Rubric)

<u>Elements</u>	<u>1 -Emerging</u>	<u>2-Developing</u>	<u>3-Very Good</u>	<u>4-Exemplary</u>
1. Evidence of addressing the essential question	Realization is dramatically different than expectation	Realization differs from expectation	Realization from expectation is subtle	Realization and expectation do not differ
2. Point of View Evident	Limited awareness of audience and/or purpose	Some evidence of communication with audience; some lapse in focus	Focuses on purpose; communicates with audience	Establishes a purpose and maintains a clear focus; strong awareness of audience
3. Story has emotional aspect	Audience has little emotional engagement	Audience lapses in emotional engagement	Audience is emotionally engaged	Audience is deeply and emotionally engaged
4. Illustrations, graphics, sound choices match content	Sequential composition; images do not match purpose	Sequential composition; succinct, images & sounds are controlled/logical	Sequential composition; succinct; images & sound create atmosphere and/or tone	Sequential composition; succinct; images & sound creates an atmosphere and/or tone; may communicate symbolism and/or metaphors
5. Pacing of story intrigues audience	Mechanical rhythm; limited use of punctuation; limited vitality	Some rhythm; limited suggestions of emotion via sound effects, lapses in vitality	Engaging rhythm; use of “white space”; evidence of vitality; good use of sound	Engaging rhythm; suggestions of emotions using sound effects; use of “white space”; enhanced vitality

### ■ **BEGIN RESEARCH (CONCEPT MAPPING & RESEARCH MODEL)**

Most students will tell you they know how to search for information on the Internet. They most likely think that knowing how “to Google” is all there is to the search process. Students who are novices to searching need instruction on Boolean logic techniques, database and subscription sites available, CD-ROM resources, and tips on how to look for biased or inaccurate information. With

younger students, I would recommend you give them a list of pre-selected sites where you know they will find good information that is on a level they will understand. Even with my Middle School students, I usually give them lists of web sites I want them to use. This is because with this age of student, no matter what topic they are researching or how good your filtering system at school

is, they will end up with rap music lyrics on the screen. It's like magic... only scarier. To preserve your sanity, you may want to give them pre-selected sites such as Unitedstreaming Video to find the resources they will need.

# “Digital Storytelling...” Kay Teehan

## Lesson Plan No 2: Extreme Poetry!



### ■ **BEGIN** **STORYBOARDING**

Using the storyboard template, students will map out what they want their presentation to look like along with the narration of each visual.

#### Storyboard

Presentation Topic \_\_\_\_\_ Name \_\_\_\_\_

Dialog \_\_\_\_\_

---

---

---

---

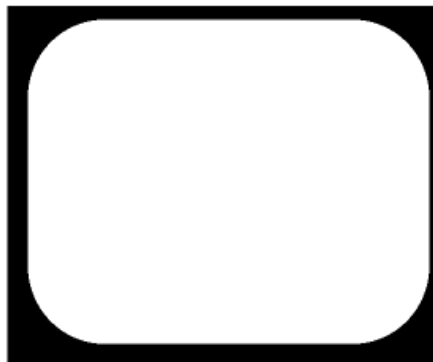
---

---

---

---

#### Visual



### ■ **WRITE NARRATION**

When students need to have voice narration in their story, a script needs to be written down, rehearsed, and pre-recorded using Audacity. In writing the narration, students need to consider that narrations are usually not wordy or lengthy. Narrations are succinct, clear, and written in the student's own words.

### ■ **PRODUCE PRODUCT**

All the pieces of the puzzle are ready. Images, video clips, music, narration, and storyboard are in place. Students can begin to put the pieces together in the program to make their digital story. Special effects and transitions add to the professional look of the final project. Titles need to be inserted in appropriate places, and the final title screen should contain the citations of the research sources.

### ■ **ASSESSMENT**

Besides using the project rubrics explained in Step 5 of the Procedures, I also assess projects on how well the cooperative groups worked together. The rubric that follows is the one I use for that process:

#### Storyboard

Presentation Topic \_\_\_\_\_ Name \_\_\_\_\_

Dialog \_\_\_\_\_

---

---

---

---

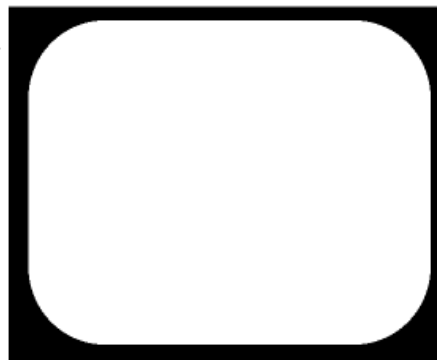
---

---

---

---

#### Visual



# “Digital Storytelling...” Kay Teehan

## Lesson Plan No 2: Extreme Poetry!



### Cooperative Learning Rubric (Adapted from Participation Rubric Developed by Barbara Frandsen, St. Edward's University)

<u>Element</u>	<u>1-Emerging</u>	<u>2-Developing</u>	<u>3-Very Good</u>	<u>4-Exemplary</u>
Work Load	Did less work than the others in group	Did almost as much work as the other in the group	Did an equal amount of work as others in the group	Did a full share of the work - or more than the others in the group
Organization Skills	Did not work with others	Had to be coaxed into doing their part	Worked agreeable with group	Took leadership role in helping group get organized
Creativity	Seemed bored with assignment	Listened to others and made some suggestions	Participate in group discussions	Provided many ideas for project development
Communication	Never expressed excitement and/or frustration	Rarely expressed feeling about assignment	Usually shared feelings and thoughts with group	Clearly communicated ideas, feelings, and thoughts with group
Listening	Refused to accept feedback from group	Argued own point of view over feedback	Reluctantly accepted feedback	Accepted feedback from others willingly
Timeliness	Some work never completed; and others had to complete assignment	Work was usually late but completed in time to be utilized	Work was ready at agreed upon time	Work was ready on time - usually ahead of time

### ■ REFERENCES

Teehan, Kay. Digital Storytelling: In and Out of the Classroom. New York: Lulu Press, 2006.



# “Digital Storytelling...” Kay Teehan

## Lesson Plans Materials Budget



### Materials Budget

SUPPLIER	ITEM DESCRIPTION	COST	QUANTITY	TOTAL COST
www.Amazon.com	Adobe Premier Elements	89.99	1	89.99
www.animationfactory.com	1-year subscription to Animation Factory	99.99	1	99.99
Teacher's Name <u><i>Kay Teehan</i></u> School: <u><i>Bartow Middle School</i></u>			<b>Subtotal</b>	\$189.99
			<b>Tax if applicable</b>	
			<b>Shipping if applicable</b>	\$9.00
			<b>TOTAL BUDGET AMOUNT</b>	<b>\$198.98</b>

