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.

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

~ A Returning Developer ~

★ ★ ★
**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.
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.

**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](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.

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

<table>
<thead>
<tr>
<th>Elements</th>
<th>1 - Emerging</th>
<th>2 - Developing</th>
<th>3 - Very Good</th>
<th>4 - Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Realization is dramatically different than expectation</td>
<td>Realization differs from expectation</td>
<td>Realization from expectation is subtle</td>
<td>Realization and expectation do not differ</td>
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<tr>
<td>2. Point of View Evident</td>
<td>Limited awareness of audience and/or purpose</td>
<td>Some evidence of communication with audience; some lapse in focus</td>
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<td>3. Story has emotional aspect</td>
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<td>Audience is deeply and emotionally engaged</td>
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<td>4. Illustrations, graphics, sound choices match content</td>
<td>Sequential composition; images do not match purpose</td>
<td>Sequential composition; succinct, images &amp; sounds are controlled/logical</td>
<td>Sequential composition; succinct; images &amp; sound create atmosphere and/or tone</td>
<td>Sequential composition; succinct; images &amp; sound create atmosphere and/or tone; may communicate symbolism and/or metaphors</td>
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<tr>
<td>5. Pacing of story intrigues audience</td>
<td>Mechanical rhythm; limited use of punctuation; limited vitality</td>
<td>Some rhythm; limited suggestions of emotion via sound effects, lapses in vitality</td>
<td>Engaging rhythm; use of &quot;white space&quot;; evidence of vitality; good use of sound</td>
<td>Engaging rhythm; suggestions of emotions using sound effects; use of &quot;white space&quot;; enhanced vitality</td>
</tr>
</tbody>
</table>
### Historical Narrative Rubric (National Standards of US History)

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

### 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.
Lesson Plan No 1: History Comes Alive!

“Digital Storytelling...” Kay Teehan

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.

<table>
<thead>
<tr>
<th>Storyboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Topic</td>
</tr>
<tr>
<td>Dialog</td>
</tr>
<tr>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Element</th>
<th>1 - Emerging</th>
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<th>3 - Very Good</th>
<th>4 - Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Load</td>
<td>Did less work than the others in group</td>
<td>Did almost as much work as the other in the group</td>
<td>Did an equal amount of work as others in the group</td>
<td>Did a full share of the work - or more than the others in the group</td>
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<tr>
<td>Organization Skills</td>
<td>Did not work with others</td>
<td>Had to be coaxed into doing their part</td>
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<td>Took leadership role in helping group get organized</td>
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<td>Creativity</td>
<td>Seemed bored with assignment</td>
<td>Listened to others and made some suggestions</td>
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<td>Communication</td>
<td>Never expressed excitement and/or frustration</td>
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2007 - 2008 IDEA CATALOG OF EXCELLENCE
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


★ ★ ★
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
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3. Show exemplary digital stories
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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?
Define expectations (rubric)
Content Rubric (Scott County Digital Storytelling Rubric)

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```
Storyboard

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Visual

Dialog

_____________________________________

_____________________________________

_____________________________________

_____________________________________

_____________________________________

Storyboard

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</tbody>
</table>

REFERENCES


⭐⭐⭐
## Materials Budget

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.Amazon.com">www.Amazon.com</a></td>
<td>Adobe Premier Elements</td>
<td>89.99</td>
<td>1</td>
<td>89.99</td>
</tr>
<tr>
<td><a href="http://www.animationfactory.com">www.animationfactory.com</a></td>
<td>1-year subscription to Animation Factory</td>
<td>99.99</td>
<td>1</td>
<td>99.99</td>
</tr>
</tbody>
</table>

Subtotal $189.99

| Subtotal                  | $189.99                                       |
| Tax if applicable         |                                               |
| Shipping if applicable    | $9.00                                         |
| TOTAL BUDGET AMOUNT       | $198.98                                       |

Teacher's Name: Kay Teehan

School: Bartow Middle School