Digital Story Lesson Plan

Focus Standard: SS4H7 The student will examine the main ideas of the abolitionist and suffrage

movements.

1. Discuss the biography of Harriet Tubman and Elizabeth Cady Stanton.

Essential Questions:

How did the lives of Harriet Tubman and Elizabeth Cady Stanton affect the lives of people?

What character traits did these women have that lead them to accomplish what they accomplished?

Vocabulary: Underground Railroad, slavery, volunteer, escape

Materials: computer with internet access, Microsoft Power Point, Word, access to reference materials from media center, imovie or movie maker, digital camera, voice recording software.
Whole Group Task: Students will work in assigned groups to produce a digital story.

Week One:

* Introduce the concept of digital stories by showing students examples of some found online such as <http://digitalstorytelling.coe.uh.edu/> or <http://www.schrockguide.net/digital-storytelling.html>. There are many resources and examples out there. Discuss what elements could be included in digital stories. Explain the seven elements that Lambert lists in *Digital Storytelling: Capturing Lives, Creating Community*. They are: Point (of view), Dramatic question, Emotional content, The gift of your voice, The power of the soundtrack, Economy, and pacing.
* Review historical figures that we have studied this year. Students will choose who their digital story will be about and form groups to work on project together.
* Introduce/review websites where students can research about their historic figures.
* Review how to make a folder to store information that the students might use in their story.
* Review copyright - using pictures, videos and other information in their presentations.
* Students will begin their research, looking up information about their historic figure.

Week 2:

* Discuss student progress so far with each group.
* Students will continue to research information on their historical figure.
* Demonstrate the following: How to open up a new power point project and save their work, how to locate images and videos for the projects using Discovery Learning and other websites, how to find music on youtube and other sites to use in their digital story.

Week 3

* Students will write their script for their digital stories.
* Students will work on putting their digital stories onto their power points.
* Teacher will work with students putting their stories together.

Week 4

* Students will finish any part of their digital stories that they need to do.
* Students will present their digital stories on the Promethean board for the class.

Assessment: Students will be graded on the attached rubric.

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| Teacher Name: **Susan Byers** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Point of View - Purpose**  | Establishes a purpose early on and maintains a clear focus throughout.  | Establishes a purpose early on and maintains focus for most of the presentation.  | There are a few lapses in focus, but the purpose is fairly clear.  | It is difficult to figure out the purpose of the presentation.  |
| **Images**  | Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.  | Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.  | An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.  | Little or no attempt to use images to create an appropriate atmosphere/tone.  |
| **Soundtrack - Originality**  | The music adds tot he story  | The music is fair  | The music distracts or is not a good match.  | There is no music  |
| **Grammar**  | Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.  | Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.  | Grammar and usage were typically correct but errors detracted from story.  | Repeated errors in grammar and usage distracted greatly from the story.  |