Lesson Plan

Teacher: Briana Allen

Grade: 6th Social Studies

Lesson Title	Stories of the American Revolution
Annotation	As a culminating project to their study of the American Revolution students will assume the role of an influential historical person or everyday person involved in the revolution. Students will research either an important figure or event to write a first person account of their involvement in the American Revolution. The stories will be turned into a digital story.
Primary Learning Outcome	What influence did your person or event have on the American Revolution and American history?
Additional Learning Outcome	Students will be able to collect information using Internet resources. Students will be able to write a first person account based on primary sources and historical facts. Students will be able to use technology to present their research in a unique way.
Local and/or National Standards	*ILS:* 3.B.3b, 3.B.3a, 3.C.3a, 3.C.3b, 5.C.3a, 5.C.3b, 5.C.3c, 16.A.3b, 16.B.3a, 16.B.3b, 16.D.3, 26.B.3d *NETS:* 1, 2, 3, 4, 5
Materials *Provide a numbered list of items required to teach this lesson. Include necessary media, science, or technology equipment, and other supplies.*	Social Studies textbook Library books about the American Revolution Desktops or Laptops w/speakers Internet Connection Word-processing Software Microphones Windows Movie Maker, PhotoStory or iMovie LCD Projector
Total Duration	10 hours (app. 15-20 class periods)
Technology Connection	Students will use Sound Recorder to record a narration. Students will use Windows Movie Maker to create a digital story that includes still images, narration and a soundtrack. Students will use the Internet to locate historical text, images, and music.

Procedures

Step 1

Description	What is digital storytelling? Describe the concept of digital storytelling to the students. Ask students if they have seen anything they would consider a digital story. Present several example stories. After the presentations ask students to describe what they believe to be some of the key elements of the stories. Show students the JakesOnline! Site and review the basic composition, process and key elements.
Duration in hours/minutes	80 minutes
Web Site #1 – URL and annotation	http://www.coe.uh.edu/digital-storytelling/examples.htm This site contains examples of digital stories in various core subjects- look under Social Studies. Stories can be downloaded for educational use.
Web Site #2 – URL and annotation	http://www.musarium.com/eyeofthestorm/main.html An example digital story based on scrapbooks and journal entries of a Union Soldier.
Web Site #3 – URL and annotation	http://www.jakesonline.org/storytelling.htm Look under Dave's Perspective for several good handouts that describe the key elements, process and basic composition of a digital story. Either link to these from a web page or print for students.

Step 2

Description	Students will be divided into teams of two and select their story topic. Go over the digital story requirements using the TechEdOnline project web page. Review with students the process for creating their story and emphasize that they are to research their topic and collect relevant facts to help them write their story. As a starting point for their research direct students to the TechEdOnline website and the book resources available. Students should begin their research as well as begin the rough draft of their story. Stories should be peer edited and revised as well as OK'd by the teacher.
Duration in hours/minutes	120 minutes
Web Site #1 – URL and annotation	http://www.techedonline.org/digitalstory.html The Stories of the American Revolution project page. This page contains directions, research links, image and sound links as well as links to Movie Maker tutorials, storyboards and the project rubric.

Step 3	
Description	Students will need to create a project folder. Demonstrate how to create a new folder. Have students label their folder with their topic name.
	Demonstrate for students how to use the microphones and Sound Recorder. Be sure students understand that they should break up their narration into pieces to avoid having to re-record their entire narration. Students with OK'd stories may begin recording.
	After their story has been OK'd students should highlight possible images such as the Mayflower, Ben Franklin, etc. Using their highlighted keywords students should use the TechEdOnline image resources and the Internet to find and save images.
	At this time students may begin to look for and download music that relates to their story. Remind students of how music is used in movies. For example, the sinking of the Titanic would not have the same mood if it were set to a techno dance beat.
Duration in hours/minutes	120 minutes

Step 4	
Description	Students should have recorded their narration and downloaded images. Now students are ready to create their storyboard. Show students the Massimo video. Explain that the video was created using a storyboard as an organizational tool. Next, show students the Massimo storyboard. Point out how it is divided into five sections and how each piece of text is lined up with an image.
	Hand out the storyboards for students to begin creating their own or have students print their pictures and create a storyboard on newsprint or other large paper.
Duration in hours/minutes	40 minutes
Web Site #1 – URL and annotation	http://www.storycenter.org/memvoice/pages/cookbook.html Massimo video and storyboard. Click on Recipe to view video. Click Storyboarding then "Here's how the storyboard would be laid out" to view the storyboard.
Web Site #2 – URL and annotation	http://www.jakesonline.org/storyboard_side.pdf Storyboard printout

Step 5	
Description	Students should have all necessary files and a completed storyboard.
	Demonstrate/review the basics of Windows Movie Maker. Show students how to import images, narration and music. Demonstrate

how to add items to the timeline. Remind students that the creation of their movie must be done in two steps. First they should create a rough cut where they match up the images and narration and add titles and credits. This rough cut should be named rough_cut.MSWMM and saved to their project folder.

Once students have made their rough cut, they need to export their movie and save it as rough_cut.WMV

Students will then need to re-import the rough_cut.WMV file. This will be cut into clips that will need to be put back into the timeline. Now students can add their music. Once music is added, students can export their final movie. Students should save their movie with their topic name and initials (e.g. BenFranklinMK).

See the tutorial web links for more information on using Windows Movie Maker.

All student files should be burned to CD to save on presentation time.

Duration in hours/minutes	120 minutes
Web Site #1 – URL and annotation	http://www.atomiclearning.com/moviemaker2 Windows Movie Maker Tutorials

Step 6

Description	Students will share their final products using the LCD projector.
Duration in hours/minutes	120 minutes
Assessment	Student projects will be assessed using a digital storytelling rubric.
Extension	Students could add video clips of reenactments to their digital story. Students could reenact aspects of their story.

Digital Storytelling Rubric

Student Name: _____

CATEGORY	20	15	10	5	Subtotal
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.	
Voice - Pacing	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.	
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.	
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.	
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.	

Final Score: