



Digital Storytelling

OVERVIEW

In this lesson students will learn about digital storytelling and will have a hands-on experience in creating their own digital stories using PhotoStory 3 which is a free download for Windows XP.

GRADE LEVELS

All grades and subjects

TIME ALLOTMENT

One to two weeks in classroom and computer lab.

Write – Classroom

Write some more – Classroom

Storyboard – Classroom. Critique and coach at this stage. This is a critical piece! Visualize the imagery that you want to partner with the text.

Locate Resources – Computer lab

Create – Computer lab

Share – Classroom

SUBJECT MATTER

This lesson includes instructional goals in writing, language arts, social studies or any subject that includes writing, speaking and graphics

LEARNING OBJECTIVES

The students will be able to:

Write, revise, visualize, create, locate, take risks, communicate in new ways, collaborate, extend, learn new technology skills, become more visually literate, manage and prioritize, use real world tools, produce meaningful, personal products of value!

STANDARDS

Texas Essential Knowledge and Skills (TEKS)
(<http://www.state.tx.us/teks>)

§110.7. English Language Arts and Reading,
Grade 5

- (b) Knowledge and skills.
 - (1) Listening/speaking/purposes.
listening such as to gain information, to solve problems, or to enjoy and appreciate;
 - (C) understand the major ideas and supporting evidence in spoken messages .
 - (2) Listening/speaking/critical listening.
 - (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives



(3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language

(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works ;

(4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening ;

(B) compare oral traditions across regions and cultures ; and

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate ;

(D) use effective rate, volume, pitch, and tone for the audience and setting ;

(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read classic and contemporary works

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing .

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(A) use his/her own knowledge and experience to comprehend ;

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems ;

(G) paraphrase and summarize text to recall, inform, or organize ideas ;

(11) Reading/literary response. The student expresses and supports responses to various types of texts.

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media ;

(C) support responses by referring to relevant aspects of text and his/her own experiences ; and

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain ;

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry ;

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story

(I) recognize and analyze story plot, setting, and problem resolution ; and

(J) describe how the author's perspective or point of view affects the text .

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:

(A) write to express, discover, record, develop, reflect on ideas, and to problem solve ;

(B) write to influence such as to persuade, argue, and request ;

(C) write to inform such as to explain, describe, report, and narrate ;

(D) write to entertain such as to compose humorous poems or short stories ;

(E) exhibit an identifiable voice in personal narratives and in stories

(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions

(G) use literary devices effectively such as suspense, dialogue, and figurative language



(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

- (A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs ;
- (B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text ;
- (C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text ;
- (D) revise drafts for coherence, progression, and logical support of ideas ;
- (E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice ;
- (F) use available technology to support aspects of creating, revising, editing, and publishing texts ;
- (G) refine selected pieces frequently to "publish" for general and specific audiences ;
- (H) proofread his/her own writing and that of others ; and
- (I) select and use reference materials and resources as needed for writing, revising, and editing final drafts .

(20) Writing/evaluation. The student evaluates his/her own writing and the writing of others.

The student is expected to:

- (A) apply criteria to evaluate writing ;
- (B) respond in constructive ways to others' writing ;
- (C) evaluate how well his/her own writing achieves its purposes ;
- (D) analyze published examples as models for writing ; and
- (E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer .

(21) Writing/inquiry/research. The student uses writing as a tool for learning and

MEDIA COMPONENTS

WEBSITES

- Digital Storytelling, Visual Literacy and 21st Century Learning By Dave Jakes - <http://www.jakesonline.org/storytelling.htm>
- Digital Storytelling – Teacher Tips <http://fc.comalisd.org/~mary.griffin/>
- Center For Digital Storytelling - <http://www.storycenter.org/>
- Elements of Digital Storytelling - <http://www.inms.umn.edu/elements/>
- BBC – Capture Wales - <http://www.bbc.co.uk/wales/capturewales/>
- Educational Uses of Digital Storytelling - <http://www.coe.uh.edu/digitalstorytelling/>
- Electronic Storytelling Portfolios - <http://electronicportfolios.org/digistory/>
- Kentucky Schools Digital Storytelling - <http://www.scott.k12.ky.us/technology/digitalstorytelling/ds.html>
- The Power of Storytelling - <http://ijea.asu.edu/v2n1/>
- Find Sounds – <http://findsounds.com/>
- Free Play Music - <http://www.freeplaymusic.com/>

SOFTWARE

- Microsoft Photo Story 3 [Free download](#)

MATERIALS

- Student writings
- Photos
- Drawings that are in jpeg format
- Background music
- Computer with Windows XP



VOCABULARY

Storyboard
Edit
Script
Transitions
Narration
Still Shots
Black Space
Panning

PREP FOR TEACHERS

The Digital Storytelling Process – Using still images – Important things to keep in mind!

- Limit transitions!
- 45 sec – 2.5 minutes maximum
- No more than 20-25 images
- 1 song
- $\frac{3}{4}$ of a page for a typed story

INTRODUCTORY ACTIVITY: SETTING THE STAGE

Have the students watch a digital story or two. Let them talk about their feelings after seeing the stories. Discuss these elements:

What makes up a digital story?

1. Writing
2. Video
3. Still shots
4. Music
5. Narration
6. Additional elements that contribute to the digital story: transitions, text, signs, words, and black space.

LEARNING ACTIVITIES

Digital Storytelling – Language Arts & Technology Collaboration

1. **Write** – done in classroom
2. **Write some more** – done in classroom
3. **Storyboard** – done in classroom. Critique and coach at this stage. This is a critical piece! Visualize the imagery that you want to partner with the text.
4. **Locate Resources** – done in the computer lab
5. **Create** – done in the computer lab
6. **Share** – done in the classroom

CULMINATING ACTIVITY

Digital Story Rubric -

<http://fc.comalisd.org/~mary.griffin/digitalstory/>

CROSS-CURRICULAR & EXTENSION ACTIVITIES

SOCIAL STUDIES

- Students can narrate and illustrate the writings of famous or notable people: slave letters, speeches, famous sayings.

LANGUAGE ARTS

- Engage the students in the writing process that culminates in an exciting digital story that plays on Windows Media Player

ARTS

- Combine images from student artwork along with music and text to create a visual poem that explains the meaning of the student artwork.

TECHNOLOGY



- Students learn a new software program
– PhotoStory and learn how in insert
voice, music and graphics as well as
manipulate all these elements within
the program.

COMMUNITY CONNECTIONS

Interview community members about the history of the area, scan old photos and documents and combine with audio recollections to create a digital historical scrapbook.

LITERATURE CONNECTIONS

Illustrate “The Classics” with modern images and narrated with student voices.