Digital Storytelling

Presenter
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Grade Band

7-12 (younger with adaptations)

Estimated Lesson Time

Approximately two weeks

Overview

Students will have written numerous stories over the semester from writing prompts about a favorite place, a special family member, etc. From those stories, students select one to create a digital story.

Students will write scripts for the voice-overs, bring in personal photos and documents to scan, and locate images and appropriate background music on the Internet to enhance their stories. Once all elements have been saved to a project folder, students use Windows Movie Maker 2 to create their stories.

From Theory to Practice

Kajder, S. B. (2004). Enter here: Personal narrative and digital storytelling. *English Journal*, 93:3, 64-68.
- Sharing personal stories allows students to participate within a literacy community and "to take huge strides in defining themselves as readers and writers."
- When students write their own stories, they demonstrate what they know about texts beyond just reading words.
- Digital storytelling provides a natural way for students to learn how to communicate visually as well as verbally while gaining experience using technology as a powerful communication tool.

Student Objectives

Students will
- plan and create original digital stories using family stories.
- write original scripts for voice-overs.
- select appropriate images and music to help tell their stories.
- demonstrate their ability to communicate ideas visually as they use Windows Movie Maker to create their project and render it as a movie.
- evaluate their own stories using a rubric.
- present their digital stories to the class.

Resources

- computers with Internet access to view BBC website and search for music and images
- multi-media projector for viewing Robert James' story as a class, as well as for demonstrating Movie Maker
- assignment handout and rubric
- story board handout
- scanners to convert photographs and documents into digital files
- computers: PCs with Windows Movie Maker or Macs with iMovie
- microphones for recording voice-over in Movie Maker
- feedback forms and reflection forms

Instructional Plan

Instruction and Activities

1. Have students visit the *BBC Capture Wales* website at <http://www.bbc.co.uk/wales/capturewales/> and view several digital stories.
2. As a class, view *Steelworks* at <http://www.bbc.co.uk/wales/capturewales/background/robert-james.shtml>. Identify and discuss the theme of Robert James' anger.
3. Explain the process of creating a digital story to students.
4. Give students the storyboard handout and plot out James' story.
5. Have students reorganize one of their family stories into a two-page script that will become the voiceover in their digital stories.
6. Have students plan out their digital stories using the storyboard.
7. Have students bring in photographs and documents to scan and/or locate images on the Internet to include in their stories.
8. Make sure each student creates a project folder and saves all files to this folder.
9. Have students find appropriate background music and convert it to a digital file, if necessary.
10. Demonstrate how to use Movie Maker with a multi-media projector.
11. Have students place images into the timeline, place music, and record their voiceovers.
12. Have students render their project as a movie
13. Have students share their stories with the class using the multi-media projector. Have students complete feedback forms for each story.

Student Assessment / Reflections

- Students complete rubric as a self-assessment before turning their rubrics in.
- Assess student products using the storytelling rubric.
- Students complete a feedback form for each digital story after viewing.
- Have students write personal reflections on the process, the feedback they receive, and implications for future assignments.

Standards (English 3 TEKS)
The student is expected to
- organize ideas in writing to ensure coherence, logical progression, and support for ideas. (1C)
- develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose. (2B)
- represent information in a variety of ways such as graphics, conceptual maps, and learning logs. (4D)
- draw upon his/her own background to provide connection to texts. (7A)
- analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice. (12A)
- present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences. (18C)
- describe how meanings are communicated through elements of design, including shape, line, color, and texture. (19A)
- recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angels, reaction shots, sequencing, and music. (20D)
- use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages. (21B)
- use a range of techniques to plan and create a media text and reflect critically on the work produced. (21C)