Let's Animate!
Bring your Characters to Life with Animation
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Lesson Plan for Mobile Device

Objective: The students will personalize their biographies using one of the Animation Apps. They will create pictures and include personal narration to give the story life. This type of Digital Storytelling provides new ways to combine various technology mediums such as graphics, audio, video, animation and web site publishing to create powerful stories for all to see and hear.

Procedure:
Students will select a person from history for their biography; this can be from their curriculum or as a technology project. The person selected must have made a positive contribution to society in any field (science, history, language arts).

Storyboard the Video or Script
A storyboard is a combination of outlines and visual sketches, or representations that map out the content and effects you will use in your story. Your storyboard should be arranged to clearly show how you will use images, and other media to support the narrative. A storyboard is your blueprint for your video - it will be your guide as you locate resources and combine them to tell your story. As you reread your narrative, where are natural breaks that act like scenes in a movie? Divide your narrative into these scenes and determine what visual and audio elements will support the content told. Developing a storyboard will help ensure that your narrative is focused, organized, and concise.
One of the things you can do to help organize your digital story is to write your script out by scene on Post-it notes or index cards. This will help you arrange your scenes and dialogue so that your video flows in a coherent, logical manner. Once they are organized, number them and place them the order in which they will appear in the story.

1. If you are making a Photo Story, slide show or movie maker, then you will need to create a storyboard making sure the progression is logical and coherent. Even if your video is a "Who is"

your audience expects a logical progression to a conclusion. Start with early life, include the significant contribution, and you can end with their death, (if they are dead).

2. If you are using an App with a Mobile device, you will need to find a good picture with a high resolution and write a script of what you will say. Please keep in mind that you may be limited with your presentation app. For example, if you use SKIT, you will have 20 seconds to make your point. You can however you can create several 'SKITS' and piece them together using iMovie or download them to your PC and use Moive Maker.

2. Using an attention-grabber at the beginning of your story can set the tone and get your audience interested. An attention-grabber can be:

- a question
- a scenario
- an interesting image
- a finished example (their invention or discovery…)

3. When creating a storyboard, the visual parts of the frames should be kept simple and the image in each frame should be one that best describes the action taking place, or concept being explained. The images can be simple sketches or images from your own resources or found on the web.

Gather Resources and Process Media
- Either draw or find a picture of your person of interest.
- Use a background that will add relevance to your person.
- Record your written narrative.
- Review and Edit
- Save
- **Share the Story**

Your story needs to be told! Share it in a small group or to a large auditorium audience. Place it on your Google Drive, Smart Board, Website… and share with the teacher.
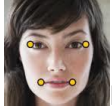
Congratulations, you just made a movie!!

Suggested Apps

Skit! FREE

SKIT! is the fun way to create and share animated messages with friends, family and the community. The app gives you plenty to decorate your characters with crazy outfits, stickers, filters, and more! You can animate and share stories and memes with the community.

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Free - All Ages!

Use Morfo 3D Face Booth with a photo of a historical figure, celebrity or pet and quickly create a talking, dancing life-like 3D character! Once captured, make your character say anything you want. It's a great way for students to create a biography in the first person.
I really like this app. It's easy to use, fun and the kids all love it! It definitely helps students develop confidence in public speaking and is a great way to get students to share ideas on different topics after a unit has finished.
It's a wonderful alternative as an evaluation tool.

Free! **Sock Puppet is a fantastic app** – students can re-create a scene from history by scripting a play and recording their voice! This app allows students to make the actions with the characters they have chosen – record and play back, save their play or performance. It's a fun way to evaluate their understanding of a concept! You can also have students give their book report using the sock puppets!

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Tellagami

 Tellagami, a free iOS app that lets you create short (30 seconds) animated movies called "Gamis," and thank one of my new favorite animation apps! It's a fun tool to use with students. Challenge them to recreate a mo moment in history.

Thinglink is a tool for creating interactive images. It's a wonderful to create a timeline, do a biography, creating study guides, portfolios, design yourself digital, Identifying places on a map, explaining and teaching and so much more.
Download this great PDF file: 76+ Ways to Use Thinglink in the Classroom for more ideas!

Standards

Basic Operations and Concepts

C/T 3-5.1   Demonstrate an operational knowledge of various technologies.
   A.   Use various types of technology devices to perform learning tasks.
      - Use a keyboard, mouse, touch screen, touchpad, and other input devices to interact with a computer.
      - Demonstrate the ability to perform a wide variety of basic tasks using technology, including saving, editing, printing, viewing, and graphing.
   B.   Communicate about technology with appropriate terminology.
      - Use basic technology vocabulary in daily practice.

C/T 3-5.2   Identify and use available technologies to complete specific tasks.
   A.   Identify the specific uses for various types of technology and digital resources.
      - Identify the differences among local, network, and Internet resources and tools.
      - Create, edit, and format a document with text and graphics.
      - Create and present a multimedia presentation.
      - Create and populate a spreadsheet with data.
      - Capture and edit a digital image.
      - Demonstrate the ability to choose appropriate resources when completing assignments in various content areas.
   B.   Use content-specific tools, software, and simulations to complete projects.
      - Use tools in various content areas as directed by the teacher.

Technology Research Tools

C/T 3-5.6   Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
   A.   Collect information from a variety of sources.
      - Conduct research using various types of text- and media-based information.
   B.   Apply best practices for searching digital resources.
      - Apply effective search strategies that will yield targeted information.
      - Identify basic indicators that a digital source is likely to be reliable.

C/T 3-5.7   Draw conclusions from research and relate these findings to real-world situations.
   A.   Use research to support written and oral presentations.
      - Apply research derived from digital resources to original work.
      - Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
   B.   Apply knowledge when conducting research to develop accurate and balanced reports.
      - Use best practice guidelines for evaluating research results.

Technology Communication Tools

C/T 3-5.10   Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
   A.   Use technology tools for individual and collaborative writing, communication, and publishing activities.
      - Produce documents and presentations that demonstrate the ability to edit, reformat, and integrate various tools and media.
   B.   Participate in communications among different cultures.
      - Understand the need to place communication in the context of culture.
   C.   Assume different roles (e.g., leader/follower, orator/listener) on teams in various situations.
      - Recognize that different people on a team bring different technical skills, and understand how that can influence team responsibilities.
      - Demonstrate the ability to share technology tools as needed.

C/T 3-5.11   Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
   A.   Organize and display knowledge and understanding in ways that others can view, use, and assess.
      - Understand the various ways in which digital products can be shared.
   B.   Use technology tools to share original work.
      - Use presentation tools to organize and present stories, poems, songs, and other original work.