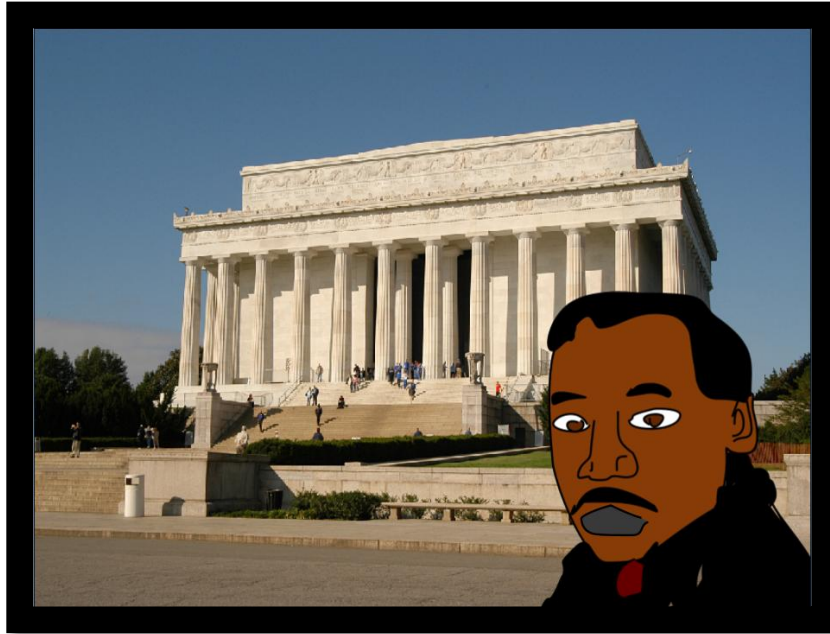


# Let's Animate!

## Bring your Characters to Life with Frames!

Created by Cheryl Phillips



**Martin Luther King Jr.**

**Objective:** The students will personalize their biographies using Frames. 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**

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. Make sure your storyboard 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. 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**

Create your image in Pixie or Frames. Build the Story

Remember, flashy features and multiple transitions should support the content of the story, not overwhelm it. Record your written narrative. Your next step will be to adjust the timing of the images, photographs, and pictures to match the content of the story. Save the story in a format (MOV) you can place online or in a presentation.

### **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 and share with the teacher.

Congratulations, you just made a movie!!

## **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.