21ˢᵗ Century Skills Sandbox
Sitka Riches Digital Storytelling Project
Teaching Packet

Our Objectives:

- Students will publish a movie using a variety of digital environments and media.
- Students will acquire and pass on traditions of their community through oral presentation.
- Students will demonstrate an understanding of historical perspectives as an ongoing process.

Overview: The fourth grade students in Room 29 of Keet Gooshi Heen Elementary will produce a movie that identifies "riches" of the place where they live. They will define through digital storytelling how the place, people or event they define is important to their community through history, culture or economics. They will compare this description with how the "richness" is an ongoing part of their lives today.

Media Resources:
- Movie Maker Live
- H1 Zoom Handy Recorder
- Kodak Play Sport Video Camera

Our Project Process:

I. INTRODUCTION/BRAINSTORM/FORM GROUPS (Getting Off the Ground)

A. Students will discuss the meaning of riches. Using our Rigby vocabulary list, students will identify words they can connect to richness in some way. We will web the words to find categories of richness. (Example: rare, valuable, important, etc.)

Continue the web process by identifying riches of our community in terms of those vocabulary terms. What about Sitka is rare, valuable, important, etc.?

B. Review data of Sitka Riches from the previously brainstormed list. How can we divide these riches into categories of importance to our community? Into what subject areas do they fall? We came up with history, economy and science. Have students think of a personal connection they can make to their live today with one of the items on the list. Explain that we will be making a movie to show how these "riches" are important to our community and are still a part of our lives today. Refine the list down to a workable number of groups. Form project groups. We did this by randomly signing up until each group was full and then trading around as need for each student to be dealing with a comfortable topic.

C. Groups brainstorm the community importance of their topic and their personal connections. Everyone used a simple form to record their notes as part of the prewrite. (Attachment 1) Each group then made a "peer pitch" to the group telling their ideas. The rest of the class made comments and asked questions. Each group made notes on their Prewrite page of additional information to include or questions they want to answer.

II. RESEARCH/WRITING (Putting it on Paper)

A. Groups research the facts they wish to tell about their Sitka richness. We had the internet, print resources and e mail or phone to contact local agencies or individuals.

B. Everyone did a fast write in their journal as a prewrite to explore their personal connection to the topic.

C. As a class we did group lessons on the options each group would choose from for producing their movie. Each group was responsible for telling a digital story about how this richness is important to the community and then each group individual would tell their personal connection. The group lessons took place with the use of our computer lab or laptop cart. We became familiar with Alaska Digital Archives, video using our class camera, still photo either from an online source or using a personal camera, scanning drawings, and voice over using an audio recorder.

D. Each group used their notes to write a group script telling about their Sitka Richness from a community perspective. The scripts were put on a word file, so changes could be made after they read it aloud and got a feel for their words fluency and accuracy.

E. Each individual student used their journal fast write to create a script explaining their personal connection. These scripts were kept in their journals.

STORYBOARD (Telling the story with words, sound and pictures)

A. Go over the Digital Storytelling Scoring Guide. (Attachment2) Be sure everyone understands each element. Groups will refer to the scoring guide as they work through the project. We put the key words from the scoring guide on the board for quick referral (Purpose, Content, Detail, Voice, Audio, Grammar/Usage).

B. Once the scripts were finished, each group put it onto the Storyboard form. (Attachment 3) They had the lines in their scripts numbered, so they could easily identify what lines went in each frame. They also identified on the storyboard what image and audio would be used.

III. FILM/COLLECT MEDIA (Getting the Goods)

Each group set up a file in our Class Share account on the KGH server. As they collected media it was placed in this file. Each video file, sound recording, still picture went into the

file. We continued with mini lessons on using the camera, Alaska Digital Archives and the Zoom recorder. Students who went first in any area were expected to help teach others. Parents volunteered to take groups out filming around the community. We filmed, inserted and recorded with editing between takes until each group had all the pieces they needed in their file.

IV. CREATE MOVIE (Publishing)

A. Students used Moviemaker Live to put the media pieces in place and produce their part of the movie. Students who finished with their group wrote a beginning scene and an ending scene. Randomly chosen students filmed or acted in these scenes. The class chose one piece of music from the Music Library sample file that came loaded on our PC. This provide unity to our movie.

B. The film was premiered to the rest of the fourth grade at a Fourth Grade Assembly.

V. ASSESMENT

Students used the attached Scoring Guide to determine our success with this project. We made a class list the ways our movie was successful and what we need to do to improve on our next project.

Our Attachments:

1. Community Connection Form

Adobe Acrobat
Document

2. Digital Storytelling Scoring Guide

Adobe Acrobat
Document

3. Storyboard

Adobe Acrobat
Document

Community Connection History? Economy? Science?	Personal Connection

Digital Storytelling Scoring Guide   Name_____

Topic	4	3	2	1
Purpose	Established early and focus maintained throughout.	Established early and focus maintained most of the presentation.	Purpose is fairly clear, but a few things do not clearly fit.	It is difficult to figure the purpose.
Content	Content matches the story and includes creative expression.	Content matches the story and stays on topic.	The content does not always match the story.	The content does not make sense.
Detail	The details tell the story without seeming to long or too short.	There are enough details, but the story drags a little or seems to need more details.	The story needs more editing. It is too long or short in more than one section.	The story is too long or too short to be interesting.
Audio	Images match music. The music adds to the story. Transitions are always smooth.	Music adds to the story and matches the images most of the time. Transitions are mostly smooth.	Music is okay, but does not add to the story.	Music is distracting, inappropriate or not used.
Voice	Voices are clear and easy to understand throughout the movie.	Voices are easy to understand and hear most of the time.	Voices are often hard to understand or hear most of the time.	Voices are always hard to hear or understand.
Conventions (Grammar, Usage)	Grammar and usage were always correct.	Grammar and usage were mostly correct and the slight errors did not detract from the story	Grammar or usage mistakes detracted from the story.	Grammar and usage had many errors.

Storyboard   Group:

Frame	
Type of Image—Drawing, Still, Video Where will we find it?	Description
	Narration
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	Narration
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	Narration

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