Through My Lens
5E Integrated STEAM Lesson

Topic: Digital Storytelling **Grade Level:** 5th-8th
Time: *
**varies with grade level and student familiarity with technology tools used in the lesson.*

Brief Background

During Genius Hour, students will be choosing a topic that is of interest to them and something that they can have an impact on; solving or improving a problem. Throughout the quarter-long class*, students will go through the LAUNCH Cycle process to research and present their findings. Their LAUNCH to an Audience (final presentation) will be sharing their own digital storytelling video related to their chosen topic.

For example: If a student was interested in doing a project on candy, he/she would need to focus on an issue related to it; some people are allergic to dyes used in candy or diabetics need sugar-free options, etc.

*This series of lessons will not be used consecutively in my class, but could be in others. I plan on introducing the art form at the beginning of the quarter (Engage & Explore), checking in throughout the course to see progress (Explain & Elaborate) and the culmination of the course will be them showing and evaluating digital storytelling videos from peers and their own (Evaluate).

Driving Question

How can I create a digital story to LAUNCH my Genius Hour project to an audience?

In this 5E STEAM Lesson, students will:

- **Engage** -> Watch a digital storytelling video example.
- **Explore** -> Use a reflection to think about the various elements included (text, font, background, images, content, music, flow, etc)
- **Explain** -> Thoughts related to the example and plan for their digital storytelling video.
- **Elaborate** -> Create a digital storytelling video related to their chosen topic.
- **Evaluate ->** Themselves and a peer using the rubric and answer questions related to their proficiency in effectively sharing their message and using the technology tools.

Standards

Next Generation Science Standards (NGSS)

MS-ETS1-1 Engineering Design

Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2 Engineering Design

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3 Engineering Design

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

International Society for Technology in Education (ISTE) Standards

1c Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

3d Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4b Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

6b Students create original works or responsibly repurpose or remix digital resources into new creations.

6d Students publish or present content that customizes the message and medium for their intended audiences.

7a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

7d Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

National Core Arts Standards

VA:Cr1.1.6a Combine concepts collaboratively to generate innovative ideas for creating art.

VA:Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.

VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA:Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly

VA:Re.7.2.6a Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
VA:Cn10.1.6a Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

Common Core Math Practices (CCMP)
MP1 Make sense of problems and persevere in solving them.
MP5 Use appropriate tools strategically.
MP7 Look for and make use of structure.

Objectives

Content Objectives (What are we going to learn about?):

- I will **plan** a digital storytelling video that incorporates a variety of elements (text, images, music and video) to effectively share with my viewers.
- I will **calculate** the amount of time needed for appropriate transitions and flow.
- I will **create** my own digital storytelling video related to my chosen Genius Hour topic.
- I will **evaluate** my digital storytelling video and a video of at least one of my peers.

Language Objectives (How are we going to show we know?):

- I will **fill in** a graphic organizer to share my ideas.
- I will **record** my digital story using Screencastify.
- I will **label** the rubric categories with my initials to reflect my ratings.

Vocabulary

- Complementary colors
- Transitions
- Positive and negative space

Materials

- Computer with internet access & projector or SmartBoard (1/teacher)
- Computer with internet access (1/student)
- Pencil
- Colored pencils or markers
- Notebook or planning sheets

› Digital Storytelling (Video Clips)
Educational Uses of Digital Storytelling (University of Houston College of Ed)
http://digitalstorytelling.coe.uh.edu/

› Tech Tools

- Google Slides slides.google.com
- Flip Grid https://info.flipgrid.com/
- - Padlet padlet.com
- - Screencastify https://www.screencastify.com/

› Student sheets (Attached as Appendices)

- Examining Examples of Digital Stories (Appendix A)
- Planning A Digital Story (Appendix B)
- Digital Storytelling Rubric (Appendix C)

Lesson Plan

Engage

***Could be structured as e-learning outside of class or use technology during class.*

Students will watch **A Journey: The International Space Station** http://digitalstorytelling.coe.uh.edu/view_story.cfm?vid=359&categoryid=12&d_title=Science

**This is an example story. Depending on grade level or content area, example story can be changed. You can search video library by content area.*

-> After watching, each student will fill in the first row on the **Examining Examples of Digital Stories (Appendix A)** by providing a 0 - 100 rating and explanation for the rating. Students will share their ratings by body voting (moving to a spot on an imaginary line on the floor that represents their percentage/rating).

Explore

Students will chose another example story to watch from the site.
-> After watching, each student will fill in the second row of **Examining Examples of Digital Stories (Appendix A)** by providing a 0 - 100 rating and explanation for the rating. Students will share their ratings by body voting.

Explain

Using Flipgrid or Padlet, students will answer the following questions. Students must refer to at least one of the digital stories they viewed in their answers.
**Discuss:

- *What are ways that we can represent our thoughts using digital media ?*
- *What makes a good digital story?*

Elaborate

Students will use **Planning a Digital Story(Appendix B)** to plan their video.

Students will use Google Slides as their main platform for adding elements. Students will record their slide deck using Screencastify.

Evaluate

Students will self and peer evaluate their digital story using the **Digital Story Rubric (Appendix C)**.

Assessment

Formative - Observations & Check-ins

It's difficult to determine an exact amount of time for each phase of this lesson. If students are familiar with the technology tools, it is easier for them to grasp and takes less time. Students end up teaching themselves and each other during this process.

› **Engage & Explore** - Observing students as they fill out their **Digital Stories Examples sheet (Appendix A)**, body vote or share their one word explanation are great ways to check-in.

› **Explain** - Listen/watch/read students' responses to discussion questions.

› **Elaborate** - Observe students as they design using their **Digital Storytelling Planning Template (Appendix B)**; conferring with students by asking them questions related to their plan elements.

Formative Assessments will not only keep students on the right track, but you can gauge, if mini-lessons on are necessary. You can also determine if these tools are a good fit for your students and can be used in the future.

Summative - Rubric Evaluations

› **Evaluate:**

- Digital Storytelling Rubric (Appendix C)

Appendix A: Examining Examples of Digital Stories

Name: _____ HR:_____

Video Title/Topic	Rating (0 - 100)	Reasoning
A Journey: The International Space Station **(Science)**		

As you're watching and evaluating, think about:

- *What are ways that we can represent our thoughts using digital media ?*
- *What (elements) makes a good digital story?*

Appendix B: Planning a Digital Story Name: _____

Title	*What will spark audience interest to your topic?*
Topic	
Driving Question	*What are you investigating/trying to solve or improve?*
Color Palette	*What colors would represent your topic? Go well together?*
Image ideas	
Text ideas	*Will you add titles, dates, quotes,etc?*
Video Clips	*Will you use video clips?* *Will you record your own?* *What will be in the clips?*
Music	*Will your music be a certain genre?* *Will you use the same song or different ones?* *Will music be playing throughout the story or just in parts?*

Appendix C: Digital Storytelling Rubric Name: _____

Category	Blast OFF	Preparing for Launch	Lost in Space
Driving Question		Yard question related to topic. Allows for student investigation.	
Content		Continuously connects back to driving question. Viewer is able to understand the process and impact of storyteller.	
Images		Images used enhance content information. Images are clear in quality. Images are cited, if needed	
Music		Song(s) chosen add to storytelling.	
Video Clips			
Background		Visually appealing (not distracting) Related to topic or does not detract from other elements.	
Font		Color(s) chosen are easily read. Complementary colors are used. Size is appropriate for information source.	
Flow/Balance		Variety of elements used that work together to effectively communicate a digital story. The use of positive and negative space visually enhances story. Transitions allow viewer to easily go from one slide to the next.	
Timing		Video is between 3-7 minutes. Viewer is engaged during entire video.	