Digital Storytelling Workshop

October 5 and 19, 2013 – 9:00AM to 3:00PM

The Teaching with Primary Sources (TPS) Digital Storytelling Workshop at GSU is a means by which teachers acquire and/or enhance their knowledge, skills, attitudes and beliefs necessary to create high levels of learning for students. Take a fresh approach to achieving Common Core State Standards in your classroom! Learn to weave images, music and narrative voice to create digital stories.

http://tps.govst.edu

http://tps.govst.edu/digitalstorytellingopen.htm

Presented by Dr. Lucianne Brown
Director for Teaching with Primary Sources for the Library of Congress, Washington, D.C at GSU

and

Mrs. Susan Lynch
Program Specialist, GSU - Teaching with Primary Sources
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# Digital Storytelling Workshop

October 5 and 19, 2013 – 9:00AM to 3:00PM

The Teaching with Primary Sources (TPS) Digital Storytelling Workshop is a means by which teachers acquire and/or enhance their knowledge, skills, attitudes and beliefs necessary to create high levels of learning for students. Take a fresh approach to achieving Common Core State Standards in your classroom! Learn to weave images, music and narrative voice to create digital stories.

**Day 1** – Using visual literacy techniques, creating storyboards, developing classroom strategies, and using the Library of Congress’ images in your digital story – decide on a topic. Inspire your students to think like a historian.

**Homework** – Developing and writing your digital story using Windows Movie Maker, Windows Live Movie Maker, or iMovie.

**Day 2** – Completing, editing and sharing your digital story.

**Attendance**: Attendance is required for both days to earn CPDUs.

<table>
<thead>
<tr>
<th>Learning Goals:</th>
<th>Products: To complete the workshop, the following two (2) items must be developed and sent to both <a href="mailto:lbrown3@govst.edu">lbrown3@govst.edu</a> and <a href="mailto:slynch@manteno5.org">slynch@manteno5.org</a> in the following formats.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identify a story to tell</td>
<td>1. Digital story, rendered in a format for YouTube and uploaded to Dropbox.</td>
</tr>
<tr>
<td>• develop content for story and initiate writing</td>
<td>2. Word document with the following information:</td>
</tr>
<tr>
<td>• complete writing script</td>
<td>Script of the digital story</td>
</tr>
<tr>
<td>• create storyboard</td>
<td>Name, school, division when applicable, and grade level</td>
</tr>
<tr>
<td>• identify images for digital version (<a href="http://www.loc.gov">www.loc.gov</a>)</td>
<td>Name of your digital story</td>
</tr>
<tr>
<td></td>
<td>Description of your story</td>
</tr>
<tr>
<td></td>
<td>Description of its use in the classroom and the lesson</td>
</tr>
<tr>
<td></td>
<td>Higher order thinking skills base on inquiry.</td>
</tr>
</tbody>
</table>

**Name** files with a brief shortened title of DS plus your _first initial_last name.
Visual Teaching Strategies through Digital Storytelling

“Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights. Tell your (classroom) story now digitally.”
- Leslie Rule, Project Supervisor of California Stories, Associate at the Center for Digital Storytelling, Former Tech Director (K-8) and Multimedia Instructor at the College of San Mateo.

Workshop Description
In the next two days, you will create a digital story that is illustrated with still images and/or video and an audio track that you can use in your classroom. You will understand principles of Digital Storytelling and how to integrate the digital materials in the Library of Congress Primary Source Collections. You will learn to take better photographs and share visual learning strategies to enhance higher order thinking skills (HOTS) and the Inquiry Based Learning Model in Teaching with Primary Sources.

Workshop Goals
1. Participants will demonstrate skills in the multimedia development process as they add multimedia objects to their folder and/or project.
2. Participants will demonstrate skills in digital storytelling by creating approx. a 1 minute digital story for their classroom.
3. Participants will be able to discuss the use of digital storytelling to support achievement of K-12 Common Core State Standards and/or National Council for Accreditation of Teacher Education (NCATE) Standards.
The workshop meets professional learning standards suggested by the **National Staff Development Council (NSDC)**. These standards are:

<table>
<thead>
<tr>
<th>Context:</th>
<th>Learning communities, leadership, and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Standards:</td>
<td>Data-driven, evaluation, research-based, design, learning, and collaboration</td>
</tr>
<tr>
<td>Content:</td>
<td>Equity, quality teaching, and family involvement</td>
</tr>
</tbody>
</table>

NSDC, 2011

The workshop also meets the anchor standards for Common Core State Standards that follows:

<table>
<thead>
<tr>
<th>Writing</th>
<th>Text Types and Purposes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-Literacy.CCRA.W.2</strong></td>
<td>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.CCRA.W.3</strong></td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences</td>
</tr>
</tbody>
</table>

**Production and Distribution of Writing**

**CCSS.ELA-Literacy.CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

<table>
<thead>
<tr>
<th>Speaking &amp; Listening</th>
<th>Presentation of Knowledge and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-Literacy.CCRA.SL.5</strong></td>
<td>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History/Social Studies</th>
<th>Key Ideas and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-Literacy.RH.6-8.1</strong></td>
<td>Cite specific textual evidence to support analysis of primary and secondary sources.</td>
</tr>
</tbody>
</table>

**Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Welcome to Digital Storytelling
Module One: Visual Literacy

Visual Learning - Blink Activity

Introduction: How can we use our visual skills as teaching and learning strategies?

Connect: Select an image posted on the wall. Refer to the Photographic Analysis form below and complete parts 1 and 2 when instructed.

Attend: Think about: Why use visual enhancements and supports in the classroom?

Imagine: Think about: How will you as a teacher identify and utilize visual stories?

**blink® Photographic Analysis**

_Blink is how we think without thinking and make choices in an instant. Often, the best decisions are those that are impossible to explain. Blink is a process that decision makers use without the most information or time spent deliberating, but use a brain technique of “thin-slicing” - filtering very few factors based on experience and background that matters from an overwhelming number of variables._


**Directions**

**Part 1**

“Blink” and select a photograph from the wall to analyze (1 minute). Using “thin slicing”, complete the analysis chart below (5 minutes).

<table>
<thead>
<tr>
<th>Part 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective Observation</strong></td>
</tr>
<tr>
<td>What do you see in the photograph - avoid personal feelings or interpretations?</td>
</tr>
</tbody>
</table>
Inform: making a good story
A. Watch “Poison Ivy”
   a. What is the visual message?

   b. What is the audio message?

B. Camera shots and their purpose
   a. Wide (far)
   b. Medium
   c. Tight (close)
   d. Action and reaction
   e. Framing and making shots more interesting
      i. Angled, not straight on, (up, down, straight)
      ii. Frame through nature
      iii. From above or below – not at eye level
      iv. Magic of thirds
         ● Walk and talk area
         ● Main object is roughly one third side of area
         ● Horizon or large open area is in top or bottom third
Camera shots and their purpose - con’t.
  f. Basic Photography Techniques - Guide

![Basic Photography Techniques Table]

<table>
<thead>
<tr>
<th>angle:</th>
<th>up</th>
<th>down</th>
<th>straight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pan: forward</td>
<td>left</td>
<td>right</td>
</tr>
<tr>
<td>distance:</td>
<td>close</td>
<td>medium</td>
<td>far</td>
</tr>
<tr>
<td>levels:</td>
<td>eye level</td>
<td>high</td>
<td>low</td>
</tr>
<tr>
<td>focus:</td>
<td>soft</td>
<td>sharp</td>
<td></td>
</tr>
<tr>
<td>framing:</td>
<td>subject</td>
<td>shapes</td>
<td>space</td>
</tr>
</tbody>
</table>

C. Let’s Watch “Poison Ivy” again to identify shots and good story elements.
   a. Individual sentences
   b. Individual paragraphs
   c. Look for logical sequence in content

D. Watch Antenna 1 Wheel digital story and identify shots.
   a. Camera shots - W, M, T
   b. Action and reaction
   c. Interesting framing

E. Does it tell a story?

*As we start a new school year, Mr. Smith,
I just want you to know that I'm an Abstract-
Sequential learner and trust that
you'll conduct yourself accordingly.*
Module Two: Taking Pictures

During break: choose A or B and begin working

<table>
<thead>
<tr>
<th>A. Process - Work in a Team or With a Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a simple, classroom process to photograph. Take no more than 10 photographs (sentences) for the process. Be careful to consider Wide, Medium and Tight, Action/Reaction and the Rule of Thirds.</td>
</tr>
<tr>
<td>Suggestions:</td>
</tr>
<tr>
<td>Checking a book out of the library.</td>
</tr>
<tr>
<td>Turning on the computer</td>
</tr>
<tr>
<td>Distributing books</td>
</tr>
<tr>
<td>Your Choice…go outside.</td>
</tr>
<tr>
<td>Be prepared to display/discuss.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Props - Work in a Team or With a Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a group of props, fun figures / items. Decide who will be the artist, director, photographer. Review parameters of shoot. Take no more than 10 photographs (sentences) for the story. Be careful to consider Wide, Medium and Tight, Action/Reaction and the Rule of Thirds. Be prepared to display/discuss.</td>
</tr>
</tbody>
</table>

When we return, we will meet in room D2435 in the Lab.

1. Email the photos to yourself or if you used an IPAD, upload them to the Dropbox
2. Select five (5) that demonstrate the process or your story with props
3. Insert into Word document –5 pic template or use PowerPoint
4. Create a folder- DS Team Folder on your flash key and save your work to your DS Team folder
5. Display your work on your monitor and share with your classmates

For either project:

Hints: Take more pictures than you will use. Photography is a process learned through experimentation; so take pictures, download them and improve your skills.

- Prepare for your shoot
- Focus on having fun.
- Find the right lighting
- Cut the clutter.
- Try a new angle.
- Consider composition
- Get closer
- Take more pictures
- Use the storyboard sheet to organize, follow through.
Module Three: Digital Images at The Library of Congress

Collection Highlights

- American Memory
- Prints & Photographs
- Historic Newspapers
- Performing Arts
- Veterans History
- Sound Recordings
- Film
- Maps
- Manuscripts

Topics
- American History
- Arts & Culture
- Government, Politics & Law
- Maps & Geography
- News & Journalism
- Religion & Philosophy
- Science, Technology & Business
- Sports & Leisure
- World History & Cultures

Especially for
- Kids & Families
- Librarians
- Publishers
- Researchers
- Teachers

www.loc.gov
during shutdown  http://archive.org/web/web.php
- Prints and Photographs
- Teachers
- Primary Source Sets
- American Folklife Center
- Flicker
Module Four: Writing your Story

Writing your classroom story -- What story do you want to tell?

The story should have a reason to be told - a point. Your students should be able to learn something from it - whether it is something that you tell them or it is something that they will discover.

Consider these elements as you plan your digital story:

1. Point of View (POV)
   - Is it your story - told in the first person?
   - Are you telling it from the first person POV of a character?
   - Are you telling the story from a 3rd person POV?

2. Dramatic quality - Something has to happen in your story.
   - Why else will we continue to watch and listen?
   - Why do we have a favorite book, TV program or movie?
   - What books are favorites among your students? Why?
3. **Your voice**

   Use your voice and your words to tell the story.  
   The inflection and speed of your voice will establish the tone and pacing of your story.

   Practice using the microphone to get good sound quality and to improve your comfort level.

4. **Pacing - Match your pace to the story you want to tell.**

   A fast pace with quick edits and upbeat music can suggest action, urgency, excitement or nervousness.  
   A slow pace will suggest contemplation, romanticism, or simple pleasures.

5. **Economy**

   Keeping your story brief will help you tell the story simply and effectively.  
   Limiting your time will make each of your words and images count.

6. **Soundtrack**

   We all have a soundtrack going in our heads all the time. It reflects our moods and what is going on around us. You can use the sound track -- music, your voice, and natural sounds to further enhance the story that you are telling.

   If you use recorded music, make sure it is appropriate and that the copyright issues are resolved.
**Group activity:**

Gather with your group from the “Taking Pictures” activity. Your group will create a short story about the pictures you have taken. Bring up the story board for review.

Note: You will find a blank brainstorming / story star sheet on the following pages.

If participants have already identified their story, the brainstorming part of the activity should be skipped.

Give students a handout with the word BRAINSTORM on one side and a picture of a five pointed star on the other. On the BRAINSTORM side of the paper they should list 5 story ideas in three minutes. After finishing the list, turn the paper over, choose the topic you are most likely to turn into your digital story, and respond to the following questions:

Write one answer in each point of the star, starting at the top:

1. Who are the main characters of the story? Include yourself.
2. Where is the story set? It could be in more than one place.
3. Think of your story as a mini-movie running in your head. How do you feel at the beginning of the story?
4. What happens during the most important moment of the story?
5. How does this event (or realization) change your life, or the way you feel about the world?

In the center of the star, write the answer to:

6. Why do you want to tell this particular story?

Underneath the star:

7. Write the first paragraph of the story

Continue writing as time permits.
Brainstorming
STORY STAR

Source: http://storycenter.org
Module Five: Digital Storytelling in classroom

Creating a Digital Story - telling a story, planning visually

- review story and paragraph elements
- review basic essay writing
- comparison between basic essay writing and telling a story visually

<table>
<thead>
<tr>
<th>Writing a Basic Essay</th>
<th>Visualizing a Story</th>
<th>Components of an Essay</th>
<th>Framing of the Story (all five, not in particular order)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide on Topic</td>
<td>Decide on Topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline or diagram ideas</td>
<td>Use</td>
<td>Beginning</td>
<td>Wide</td>
</tr>
<tr>
<td>Thesis statement</td>
<td>Picture of main idea</td>
<td></td>
<td>Medium Action/Reaction</td>
</tr>
<tr>
<td>Write the Body</td>
<td>Series of pictures supporting main idea</td>
<td>Middle</td>
<td>Tight Action/Reaction</td>
</tr>
<tr>
<td>Write the Introduction</td>
<td>Introductory picture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write the Conclusion</td>
<td>Concluding picture</td>
<td>End</td>
<td></td>
</tr>
</tbody>
</table>

Creating a story !!

For nearly all storytelling, write your script first then use visuals to support your story. However, you can insert primary source digital images first and then record your audio.

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Teaching with Primary Sources Governors State University Consortium Program

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How do we get started?

Start designing the story with the following elements in mind:

1. Choose a classroom content area theme or unit.
2. Using a word processor, write the script (story) and create a storyboard (approx. 1 minute long).
   a. Note: One double-spaced page of text is equal to about two minutes.
   b. You will need at least 10-15 images
3. Use a combination of the following in your story:
   a. Library of Congress Photos and Prints (required)
   b. Photos that you and/or your students have taken (optional)
   c. Voiceover and/or music sound track (do not use copyrighted music)
4. Use W/M/T shots and Action/Reaction to support the flow of your story.
5. Be sure to tie your images to your words.
6. Be sure your story has a beginning, middle and end.
7. Include a title slide...Author
8. Include a bibliography/ slide.
9. To complete the workshop, the following two (2) items must be developed and sent to both lbrown3@govst.edu and slynch@manteno5.org in the following formats. Digital story, rendered in a format for YouTube and uploaded to Dropbox.
10. We will need a word document that includes.
   a. Your name, school, and grade level
   b. The name of your story,
   c. A description of the digital story
   d. Description of use in the classroom and the lesson
   e. Description of higher order thinking skills used and developed
   f. The script of your story
Helpful resources: There are so many more!

Library of Congress Primary source sets
http://www.loc.gov/teachers/classroommaterials/

Library of Congress Primary Sources Sets Flicker

Application choices to create a digital story

Movie Maker Tutorials
http://www.windowsmoviemakers.net/ for XP or Vista

Windows Live Movie Maker for Windows 7

Audacity...audio to create and add to Windows Live Movie Maker 7

IPAD apps and tutorials

Free music sites:
http://www.freesound.org

http://freeplaymusic.com

Free Stock Music for Educational Use - Royalty Free Music
We offer Royalty Free Stock Music and Slideshow Music free for educators and teachers to use in teaching.
Music Clips - Music Loops - Beats - Sound Effects
www.royaltyfreemusic.com/free-music-resources.html - Cached - Similar

Free Technology for Teachers: Free Royalty Free Music for Education
Mar 26, 2010 ... To access the free music tracks students and teachers should visit the education page on Royalty Free Music. Applications for Education ...
www.freetech4teachers.com/.../free-royalty-free-music-for-education.html - Cached

Homework between classes:
Prior to next class session, participants should accomplish -
● finalize script for storyboard
● collect primary source digital images from www.loc.gov
Windows Movie Maker Instructions for XP or Vista

Note: A LOC Digital Story that uses Movie Maker consists of titles, pictures/photos from the LOC, video clips from the LOC, voice over, copy-free music and/or audio tracks, transitions, and credits. You may also use:

Secondly: When you’ve completed editing the movie, you “render” it- this takes all the parts and melds them together into one final movie file that you save on your flash key.

Instructions:

1. If you have not created a folder, create a folder on your flash key called
   story_folder_lbrown (first initial, last name)
2. Start/open Windows Movie Maker from the programs on the computer that you are
   working on.
3. File Menu: Save Project: Name the project and save it in the folder you created.
4. Understand the Movie Maker Interface:

   ![Movie Maker Interface Diagram]

5. Importing pictures, videos, and audio to your digital story project:
   a. If the Movie Tasks pane is not available, click the [Tasks button.
   b. If necessary, expand the 1. Capture Video section by clicking the ] button.
   c. Click Import pictures link, select your pictures and click the [Import] button.
      (Remember you can use the <Ctrl> Click key and/or Shift key to select more than
      one picture.)
   d. If you have a LOC video or audio, repeat # 4. select the respective Import
      link under Capture Video.

6. Drag your pictures/videos to the white rectangles in the Storyboard.
7. To change the order of pictures/videos, drag picture to new position.
8. To add titles or credits:

http://tps.govst.edu/PDF/Windows%20Movie%20Maker%20Instructions.pdf
a. Select a picture, click the **Make titles** or **Credits** link
b. Click the link of the desired type of title or credits
c. **Change the title animation** and select desired animation
d. Click **Done and Title** will be added to your movie.

9. **To add narration:**

   a. Use the **Narrate Timeline** button to add a voiceover.
   b. Position the scrub bar (aka the playback indicator) where you want to start.
   c. Click **Start Narration**, record your narration, and click **Stop Narration**.
   d. Navigate to your video player project folder in the **Save in** box, name your narration file and click **[Save]**.
   e. You can play your narration to test it. You can move the scrub bar to adjust.
   f. You can adjust the recording audio level (the **Input level**).
   g. Click **Done** when you’re done.
   h. You can **change the time** that a picture or frame is shown by hovering between one image and another to reveal a double red arrow.
   i. Note: If you pick up sounds from the computer’s speakers as you’re narrating, you can
      i. Click **Show more options**
      ii. Click **Mute speakers**
      iii. Be sure to unclick **Mute speakers** when you’re done
      iv. You can split, trim, or delete an audio clip. See directions on the next page.
   j. **To adjust the volume of an audio clip on the Audio/Music track:**
      i. Right-click on the clip and select **Volume**…
      ii. Adjust the volume as desired and click **[OK]**
      iii. **Note:** You can also right-click on an audio clip and **mute** it or set it to **fade in** or **fade out**.

10. To Preview your movie
    a. Position the scrub bar where you want to start on the timeline.
    b. Click the Play button in the preview control bar
    c. Click the **Full Screen button** or use **Ctrl Enter**
    d. Tap **Esc** or **Ctrl Enter** to exit full screen

11. **Rendering/finishing your movie**
    a. In 3. **Finish Movie section** click **Save to my Computer** and find your called **story_folder_lbrown** on your flash key by clicking on the **Browse Button**
    b. Enter a different name for the movie if you like or use the one that shows up
    c. Click **[Next]**
    d. Make sure **Best Quality** is selected and click **[Next]**
    e. When your movie is finished, click **[Finish]**

**Story boards:**
http://tps.govst.edu/Digital_Storytelling/storyboards.htm
More instructions view Windows Live Movie Maker at
http://www.youtube.com/watch?v=1Bmfnm1iTg8&feature=related

To create narrations, you have to use Audacity.
http://audacity.sourceforge.net/download/windows