



DIGITAL STORYTELLING

Instructor Guide

Prepared by The After School Specials

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Overview

Course Description

Digital Storytelling is a mixed mode teacher training course designed to help teachers learn the process of creating a Digital Book Trailer (DBT) for use as an engagement tool in their classrooms. The Digital Book Trailer can be used as a tool to motivate students to read by revealing the plot of a book in an engaging, exciting way.

This mixed-mode course model consists of 2-3 days of direct, teacher-led classroom instruction, and additional digitized self-paced, student-led tutorials. The coursework includes, but is not limited to the modeling of: storyboarding, video production, video editing, and audio recording. Teachers will receive training in video editing software such as iMovie and WeVideo, and the audio editing software, Audacity.

Objectives

Given lesson plans, instructional manuals, YouTube tutorials, necessary equipment, software, and technical support, teachers of grades 5-12 will be able to meet a performance checklist to instruct and guide students to produce a digital book trailer

Target Audience

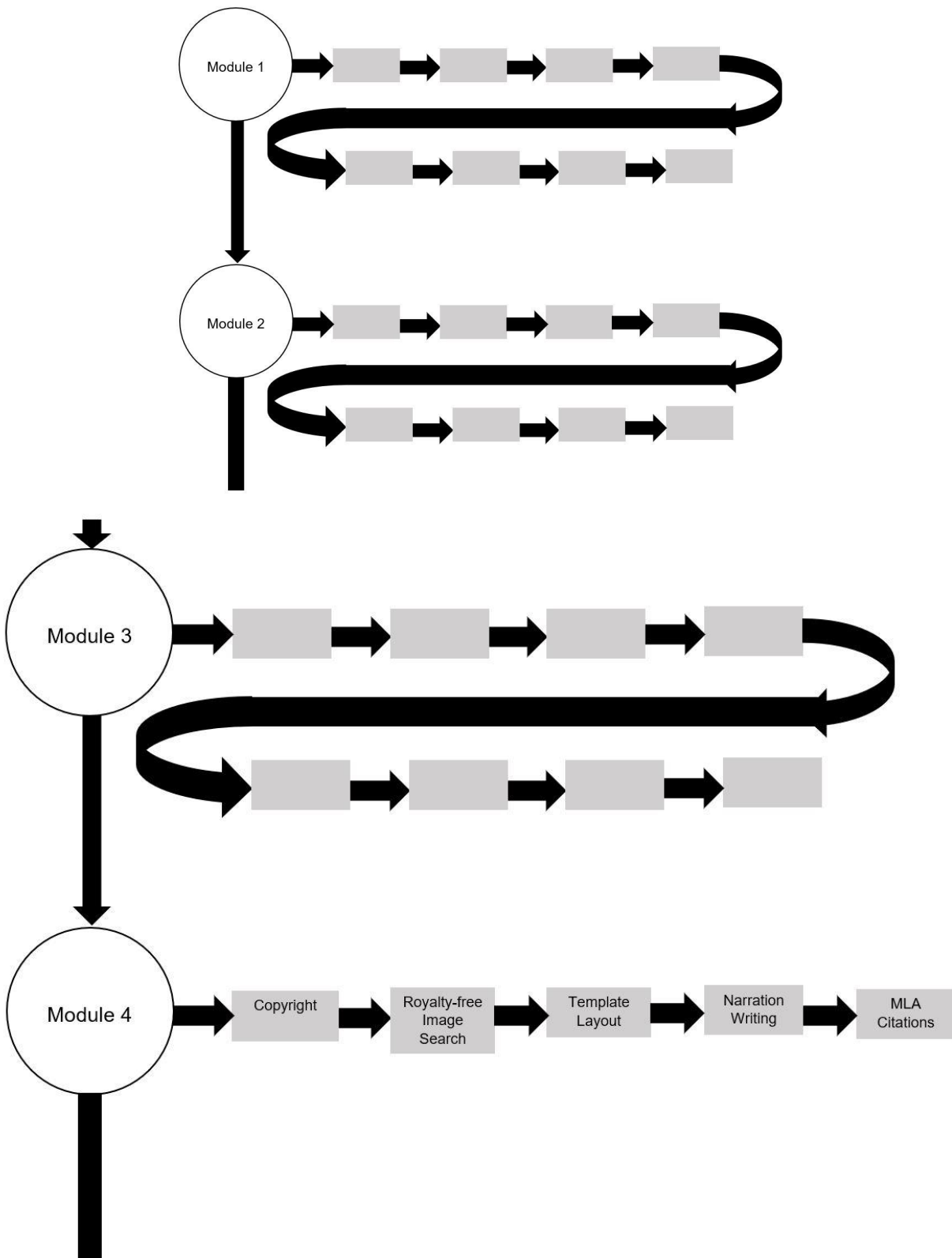
This training course is best suited for secondary Reading and English Language Arts teachers.

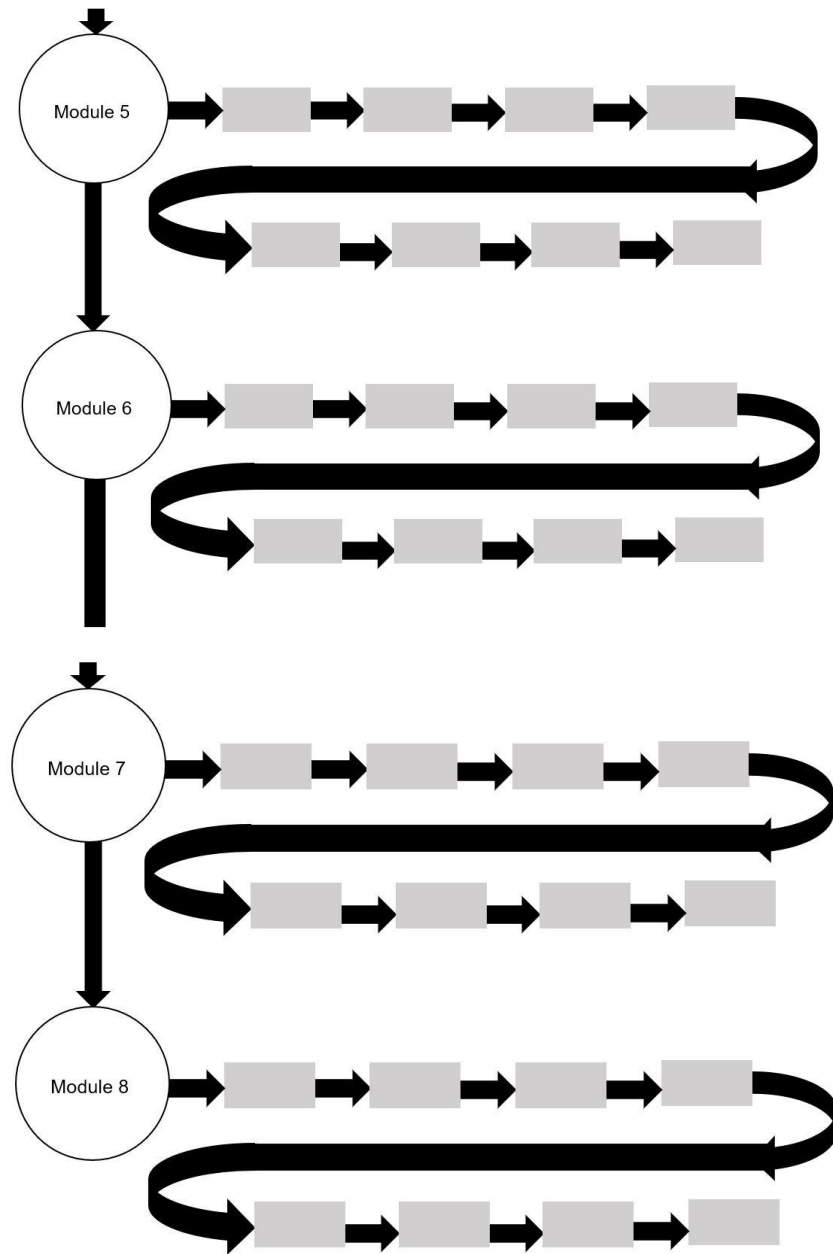
Prerequisites

All trainees have the experience of teaching a classroom of students on the topic of reading. Teachers have an idea of story structure, elements of plot, and how a digital book trailer may be created. Teachers will need a background on video editing software tools and programs.

Trainees should know some entry-level photo editing including importing, exporting, resizing, and cropping. Students should be able to express simple audio and video editing knowledge including importing, exporting, slicing, and audio adjustments.

Course Map





Schedule

Day	Time	Unit
Monday	8am-12pm	Units 1 and 2
Monday	1pm-5pm	Units 3 and 4
Tuesday	8am-12pm	Units 5 and 6
Tuesday	1pm-5pm	Units 7 and 8

Instructional Strategy

For this instructional unit, the design team decided that the best strategy model given the tasks and expectations of the course was the BSCS 5E Model (BSCS, 2005; Bybee, 2002). This approach utilizes inquiry and problem-solving skills to follow a pattern of engagement, exploration, explanation, elaboration, and evaluation. This strategy lends itself well to experiences individuals would have to utilize in order to efficiently work independently towards a goal.

Student Materials

Participants of the Digital Storytelling course are provided with all of the materials required to accomplish the learning objectives of the course. These materials include:

- Trainee Guide
- Online access to the Digital Storytelling course learning modules
- Face-to-face session handouts
- Age/Grade appropriate novels
- Computer/Tablets with internet access

Teacher Materials

Instructors of the Digital Storytelling are provided with all of the materials required to present the course. These materials include:

- Instructor Guide
- PowerPoint presentations
- Computer
- Projector and screen

- 
- Copies of Worksheets/Handouts
 - Grading Rubrics

How to Use This Guide

This guide contains the information you need to present the Digital Storytelling course. Please refer to each of the eight Unit Overview sections in this guide to find the following information for each unit:

- Objectives
- Unit Schedule
- Instructional Methods
- Student Materials
- Instructor Materials
- Instructor Lesson Guide



Unit 1 Overview

NOTE: This page is for position only

Objective

Given introductory instruction on the creation of a Digital Book Trailer, students will understand the expectations and layout of the Digital Storytelling course.

Unit Schedule

Instructional Methods

Student Materials

Instructor Materials

Instructor Lesson Guide



Unit 2 Overview

NOTE: This page is for position only

Objective

Given instruction on how to write a summary of a story, students will draft story summaries of novel that they recently read and enjoyed.

Unit Schedule

Instructional Methods

Student Materials

Instructor Materials

Instructor Lesson Guide



Unit 3 Overview

NOTE: This page is for position only

Objective

Given instruction on the purpose and design of a story circle, students will participate in a student-led story circle discussion to share their story summaries with the class.

Unit Schedule

Instructional Methods

Student Materials

Instructor Materials

Instructor Lesson Guide

Unit 4 Overview

Objective

Given instruction on the creation of a storyboard, students will be able to develop a storyboard draft for the digital book trailer that includes images and narration relative to the plot.

Unit Schedule

The time required for this instructional unit is approximately 6 hours.

Instructional Methods

For this instructional unit, the design team decided that the best strategy model given the tasks and expectations of the course was the BSCS 5E Model (BSCS, 2005; Bybee, 2002). This approach utilizes inquiry and problem-solving skills to follow a pattern of engagement, exploration, explanation, elaboration, and evaluation. This strategy lends itself well to experiences individuals would have to utilize in order to efficiently work independently towards the completion of their own digital book trailer. Students will be provided with tutorial videos of varying nature. These examples can be utilized during the planning of their book trailer, or as a reference throughout their project. Additional video tutorials will also be given for students to review video and photo editing software.

Student Materials

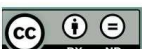
Students will need tablets/computers, access to software and novels appropriate for their reading level. They will use their trainee guide and handouts will be provided in each lesson as needed.

Instructor Materials

Instructor(s) will need a computer with projection and internet access, originals/copies of handouts.

Instructor Lesson Guides

Copyright

Event	Instructional Events Students will do...	Instructor Notes Instructor will do...
Engage	 Copyright Symbols Do you know what these symbols mean? Post your answers on the discussion board. 1.  copyright 2.  3.  4.  5.  6.  7.  8. 	 Monitor students and make note of the license symbols that are most confusing for them.
Explore	 Watch a youtube video on copyright basics (https://www.youtube.com/watch?v=Uiq42O6rhW4), find examples in real life with or without copyright symbols and post at least five examples to the discussion post.	 Facilitate student discussions.
Explain	 Copyright, Fair Use & Creative Commons   The After School Specials	 Interact with students when explaining the copyright knowledge.  Approximately 25 mins.

Copyright



- **What is copyright?**
- The legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.
- **What does it do?**
- Gives authors or artists the legal right to exclude others from using their works.
- Rights begin at the moment of “fixation.”
- **How long does copyright protection last?**
- for the life of the author, plus 70 years
- 95 years for corporations

What is protected?

- literary works (all text including computer software)
- musical works
- dramatic works
- pantomimes & choreographic works
- pictorial, graphic, & sculptural works
- motion pictures & other audiovisual works
- sound recordings
- architectural works

What rights does the owner control?

- Rights to:
 - make copies of the work
 - distribute copies of the work
 - perform the work publicly (such as for plays, film, or music)
 - display the work publicly (such as for artwork, or any material used on the internet or television)
 - make “derivative works” (including making modifications, adaptations or other new uses of a work, or translating the work to another media)

When can you use copyrighted material?

- Personal, academic, not-for-profit use-some authors will let you use
- Give the author credit
 - Linking to author's site
 - Follow the citation convention
- This falls under "Fair Use"

Fair Use

- A doctrine in the US copyright law that allows limited use of copyrighted material without requiring permission from the rights holders such as for commentary, criticism, news reporting, research, teaching or scholarship.

Fair Use Standards

- The purpose and character of the use
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the work as a whole
- The effect of the use upon the potential market for or value of the work

What should I do?

- Use your best judgment
 - Academic use does NOT automatically protect you from being sued for copyright infringement.
 - Read the copyright symbols carefully and understand the restrictions.

Creative Commons

Some rights reserved



• Licensing Possibilities



Attribution (always)



No Commercial Use



No Derivative Works



Share Alike



No copyright

Creative Commons Licenses

7 variations:

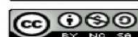
You can copy, modify, distribute and perform the work, even for commercial purposes, all without asking permission.



Attribution Non-commercial No Derivatives



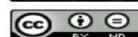
Attribution Non-commercial Share Alike



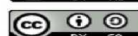
Attribution Non-commercial



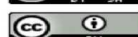
Attribution No Derivatives



Attribution Share Alike



Attribution



What should I do?

- Use your best judgment
 - Academic use does NOT automatically protect you from being sued for copyright infringement.
 - Read the copyright symbols carefully and understand the restrictions.

Free Stuff

- You can find totally free graphic sites on the Internet by entering “free graphics” or “free images” into a search engine.
- Examples:
 - <https://www.pexels.com/public-domain-images/>
 - <http://www.public-domain-photos.com/>
 - <https://unsplash.com/search/photos/public-domain>
 - <https://free-images.com/>

References

Bertacchini, E. (2007) , The Creative Commons Project: Sharing knowledge in the digital age. Retrieved from www.fao.org/fileadmin/user_upload/web2fordev/140_bertacchini.ppt

Creative Commons. (n.d.). What is Creative Commons? Retrieved from www.creativecommons.org

University of Texas at Austin. (n.d.). Copyright crash course. Retrieved from <http://guides.lib.utexas.edu/copyright/fairuse>

Elaborate



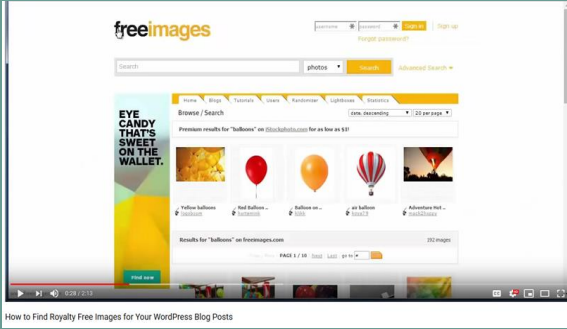
Participate in small group discussions how to use copyright protected materials for educational purposes. Give examples on



Facilitate group discussions and give comments.

	how to use pieces of music, videos, and images.	 Approximately 45 mins.
Evaluation	Take an online quiz on copyright knowledge (See Appendix C).	 10 mins for an attempt. Monitor students' grades and provide targeted feedback to those who fail three attempts.

Royalty-Free Image Search

Event	Instructional Events Students will do...	Instructor Notes Instructor will do...
Engage	 Watch a slide online, respond to the prompt questions, post your understandings online and reply to your peers. Royalty-free Image Search  DIGITAL STORYTELLING • They say “a picture is worth a thousand words”. A well-chosen image helps you tell a good story. The After School Specials	 Facilitate students' discussions online and encourage them to respond to the prompt questions and interact with their peers online.
Explore	 Watch a youtube demonstration video (https://www.youtube.com/watch?v=KFeVcBONvgI) to learn how to locate royalty-free images. 	 Facilitate students' discussions online and give comments on the images students choose for their stories.

	Suggested Royalty-free Image Websites • Go to the following websites and search 5 images that helps you tell your story. • A. https://images.google.com/ • B. https://www.pexels.com/royalty-free-images/ • C. https://www.shutterstock.com/explore/royalty-free-images • D. https://unsplash.com/ • E. https://www.flickr.com/commons • Post one additional royalty-free image website you find to share with your peers.	
Explain	Think-pair-share Activity • Think about the following questions and share your thoughts with a classmate: • Can one use any pictures he finds online for a digital book trailer? • What is royalty-free image? • Is it free to use them?	Give the definitions of royalty-free images and use examples from the sample to explain in details why some images help convey the information in a story. Approximately 45 mins.

Definition

- **What is Royalty-free Image?**
- A picture, for example, an illustration or photo, is regularly secured by copyright. If you want to use an image that you did not create, you must obtain specific permission from the copyright-holder and agree on the terms of use. One common commercial agreement is known as a royalty-free license to use an image (Sarokin, n.d.).

Definition(continued)

- An image user typically pays a one-time fee for a royalty-free image license and can then use the image as many times and in as many places as he chooses. The "free" in royalty-free does not mean there is no cost for the license, but instead it means that you are able to freely use the image without paying additional royalties (Sarokin, n.d.).

How do we use royalty-free Images?

- Some websites allow you to download pictures for free. Read the terms of use carefully. For instance, the Pexels website states “The Pexels royalty free images are: free to download and use, royalty free, high quality, licensed under the Pexels license”.
- Save the images in a folder named after a particular event for future uses, for example, “the Indians are watching”, or “homeless Samuel wandering in London”.

Explanation



- What the picture is trying to tell us:
It was 1607 in Virginia. Two Indians are looking at the strangers' newly-built houses. They might be discussing: “Who are they? The clothes they wear are so different from us. What are they doing here? Why are they coming here? Are they going to attack us and take away our land and food? What should we do? We’d better report this to our tribal leaders ASAP so that they are prepared.”
This is a good image because it predicts the conflict between the Indians and the settlers.



What the picture is trying to tell us:

A boy was hiding at the corner in a dark street.
He looks sad and has no where to go.

The scene in my mind is:

a quite street and a sad and hopeless atmosphere.



What the picture is trying to tell us:

There is a pawnshop with glass windows. The
locket might be inside the pawnshop. Does the
locket belong to the boy or his family?

The scene in my mind is:

The boy is probably going to brake the window to get the
locket. He might make a sound loud and attracts attention.



A boy runs in the dark.
He was caught and sent to the police.
He might be in custody.

The scene in my mind is:
chasing, fighting and crying.

Now your turn:

- Based on the images you found, try to verbalize what the images are trying to tell the viewers. Share your mini-stories with your peers and obtain feedback.

Elaborate



Follow-up activity

- Based on your peers' feedback, find new images to replace inappropriate ones and explain why the new picture might be more suitable or better for your stories.



Facilitate student group discussions and give comments.



Approximately 45 mins.

Evaluate



Utilize a checklist (see Appendix C) to evaluate



Facilitate students' discussions online and encourage

each others' images and give each feedback online.

Royalty-free Image Evaluation Checklist

Criteria	Meets Criteria YES NO		Comments
Selected images are royalty-free			
Each image is relevant to the plot			
Each image is of quality (properly sized, cropped, and scaled)			
Each image comes with brief descriptive notes or title.			
The image source is documented.			

them to respond to the prompt questions and interact with their peers online.



Approximately 30 mins.

			
Online Instructional Event	Classroom Instructional Event	Time needed	Handout

Event	Instructional Events Students will do...	Instructor Notes Instructor will do...
Engage	Interact with the learning management system page on Template Layout prior to the professional development. Familiarize yourself with the templates for storyboards available on the page. View the Template Layout page either on the projector or on your device, and ask any questions that were unanswered about the page.	Email the students that the page is available online to view and answer individual questions regarding the page or make an announcement in the learning management system's announcement center answering the question for all. Approximately 10 minutes Open the Template Layout page on the projector and instruct students to open the page on their devices for viewing; direct a Q&A session for students about the page.
Explore	Look at the available templates to create your storyboard and ask any relevant questions.	Up to 20 minutes Give a short description of each storyboard template available by showing

		the storyboard document template and the video on the learning management system page for PowerPoint. Answer any questions that are asked during this time.
Explain	 You will be divided into groups and as a group you will read the text <i>The Scholarship Jacket</i> . Then you will use your devices, which should be opened to the Template Layout page, and decide which storyboard you will utilize for the creation of your group's digital book trailer using the given text. This is practice for the creation of your own digital book trailer that you will complete with the book that you read prior to coming to this course.	 Approximately 10 minutes  Divide the students into equal groups based on the number of students in the class and instruct them to go to their assigned group. Once they are in their groups, inform them that they will read the text <i>The Scholarship Jacket</i> together.  Pass out the text.  After, they will decide on the type of storyboard that will be utilized for the creation of a digital book trailer with the text. Inform the students that this time will be practice for the creation of their own digital book trailer which will be required for the completion of the course.
Elaborate	 Your group will begin to create the storyboard.	 Approximately 40 minutes  Instruct the students to begin to create their storyboards.  Inform the students that there are paper copies available of the storyboard document templates should their group decide to utilize it.  Monitor and be available for questions.
Evaluate	 Your group will submit the finished storyboard about the group text to the discussion on the learning management system titled, "Storyboard Peer Feedback."	 Up to 10 minutes  Instruct each group to submit their storyboard to the class discussion on the

	 Review at least 2 other groups' storyboards in the "Storyboard Peer Feedback" discussion forum..	learning management system titled, "Storyboard Peer Feedback."  View each storyboard and provide feedback to each group.
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	Online Instructional Event		Classroom Instructional Event		Time needed		Handout
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Writing Narration

Event	Instructional Events Students will do...	Instructor Notes Instructor will do...
Engage	Overview: Students will engage with new content.  Online Activity (8 minutes): Respond to the Padlet prompt:  Using, the following elements within a story, consider ways these elements interact with each other within a literary text. Take five minutes to explain about some of these interactions. ○ Characters ○ Setting ○ Plot ○ Conflict ○ Theme  Students participate in a class discussion and review of their responses in the Padlet assignment.	 Display Padlet link on the board. Ask students to open enter the Padlet link in their web browsers.  Online Activity (8 minutes):  Using, the following elements within a story, consider ways these elements interact with each other within a literary text. Take five minutes to explain about some of these interactions. ○ Characters ○ Setting ○ Plot ○ Conflict ○ Theme  Monitor student responses. ● Student responses may include: ○ Characters and setting introduce and create the plot. ○ Conflict causes interactions between the characters. ○ Characters make the plot interesting. ○ Characters and conflict display theme.  After 5 minutes, bring the students into a whole group discussion to share their responses. Address misconceptions and affirm correct answers. ● Say, “It is imperative that you are able to recognize the various elements of a narrative before you begin writing the narration for your digital book trailer.”

Explore	Overview: Students identify critical content by previewing words and phrases in the “Word Splash” to make an inference about the characters and events in the story and how they may relate to the theme.  Activity (12 minutes): Students view the Word Splash and turn and talk to discuss with a partner inferences on what they think “The Scholarship Jacket” will be about. • Students participate in a whole group discussion to share their inferences about the story. Student responses may include: ○ The story may be set in Mexico, in a bean field ○ A character may get angry because someone won’t pay for something. ○ Someone’s Grandpa teaches them a lesson. ○ There’s a tradition concerning a jacket.	 Remind students that an author develops themes throughout a literary text using key details, and theme interacts with other story elements throughout a literary text. Explain that they will focus on identifying elements of a story within a text.  Activity (12 minutes):  Display the Word Splash for “The Scholarship Jacket” by Marta Salinas (the story they will be reading). • Allow students to turn and talk with a partner to discuss inferences on what the story will be about based on the Word Splash. • Bring the discussion back to whole group discussion regarding students’ inferences about the story.
Explain	Overview: Students will process new content.  Activity (15-20 minutes):  Students participate in a brief class discussion of the meaning of the word “scholarship.”	 Help students process and explore new content. Begin with pointing out to students that this story is a personal narrative. Though it follows the literary elements, it is based on something that actually occurred in the author’s life.  Activity (15-20 minutes):  Handout copies of “The Scholarship Jacket,” by Marta Salinas



Students read the first three paragraphs of “The Scholarship Jacket” by Marta Salinas to themselves and mark the text for setting and character, specifically character feelings, actions, and motivations.



In pairs, students fill in the character, setting, and plot section of the Story Elements and Interactions within a Literary Text graphic organizer regarding what they marked in the first three paragraphs.



Answer whole group:

- In this case, what does the setting tell us about the narrator?
- How does the characterization affect the plot?



Students write answers in final column of graphic organizer.



Partner read and mark the next two sections of the text, paragraphs 8-14 and paragraphs 15-20.

- Complete the next sections of their graphic organizer.



Provide students with a copy of the Story Elements and Interactions within a Literary Text handout. Display this on the screen.

- Read aloud the title and author name. Speak with students briefly about the meaning of the word “scholarship.”



Instruct students to read paragraphs 1-3 to themselves and mark the text for setting and character, specifically character feelings, actions, and motivations (5 minutes).



After reading, tell students to work with a partner to fill in the character, setting, and plot section of the Story Elements and Interactions within a Literary Text graphic organizer regarding what they marked in the first three paragraphs (5 minutes).



Monitor student responses as they collaborate. Student responses should include:

- Key Characters:
 - Narrator- Actions: Forgot shorts, walked back to class; Feelings: Despair at body, tired of school; Motivations: Scholarship jacket, grades, intelligence
- Setting:
 - Small Texas town, school, month of May
- Plot:
 - Narrator gives background about coveted scholarship jacket and his family; has to return to class to pick up forgotten gym shorts.



After students have completed the sections, say:

- “The last column involves consideration of how these elements within a literary text interact with each other.”
- “Though it’s apparent they all need each other, it may be difficult to put how they interact into words.”
- Pose this question to the class: “In this case, what does the setting tell us about the narrator?”
 - Guide class discussion to answers similar to:
 - The setting lets us know the girl’s age and the time of the school year, which leads us to her feelings about body image and exhaustion with school.
 - Note this on the displayed chart and allow students to type it on their copy.
- Pose question to class: How does the characterization affect the plot?
 - Guide class discussion to answers similar to: The character’s motivations and feelings move the plot forward.
 - Note this on the chart and allow students to modify their copy.

- Allow students to partner read the remainder of the text. Ask students to mark the text, and complete the remaining sections of their graphic organizer.

Elaborate	Overview: Students will deepen knowledge by identifying additional elements of plot.  Activity (30 minutes):  Students log onto Canvas and complete the “Storyboard Narration Writing” assignment. They will drag lines of narration from Julius Caesar to match the element of plot and picture that it corresponds with.  Students will use “The Scholarship Jacket” to identify lines of dialogue or narration from the text that are essential to the development of the plot and sort the lines of text into the graphic organizer to identify each element of plot that is revealed chronologically.	 Assist students in the deepening of knowledge by introducing additional elements of plot beyond what was previously covered.  Activity (30 minutes):  Tell students to complete the Canvas assignment titled, “Storyboard Narration Writing.” Explain that they should drag the sample narration to the matching element of plot to complete the retelling of Julius Caesar.  Handout the “Identifying Elements of Plot with Text Evidence” graphic organizer. • Explain that storyboard narration includes a combination of character dialogue and author narration. • Instruct students to find lines sample lines of text from “The Scholarship Jacket” to support each element of plot, and record their findings in the graphic organizer. Explain that this will help them figure out how to write the narration for their own books.
Evaluate	Students will successfully complete the Identifying Elements of Plot graphic organizer to chronologically reveal a logical retelling of “The Scholarship Jacket” by Marta Salinas.	 Monitor student work and provide direct feedback and guidance for support as needed.

 Online Instructional Event	 Classroom Instructional Event	 Time needed	 Handout
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MLA Citations

Event	Instructional Events Students will do...	Instructor Notes Instructor will do...
Engage	This lesson is on citation.  One your own, please answer the following as best you can: What is citation? Why is citation important? What happens if you do not cite? Do you know of any citation styles?	Lesson Objection: Students will properly cite visual works used on their storyboard using MLA Format.  Time to complete: Approximately 10 minutes  We are going to discuss proper citation. First, I want you to each answer these questions on your own. It's ok if you do not know the answers yet. Take 10 minutes to answer these at your desks. What is citation? Why is citation important? What happens if you do not cite? Do you know of any citation styles? Hold on to your answers for the next exercise.
Explore	 : Group Activity or  : Discussion Board	 Time to complete: Approximately 25 minutes  Now we are going to break into small groups of 3-4 students and you can compare your answers and ideas with each other. You will have 15 minutes to come up with a group consensus on the answers to the questions.

		After 15 minutes, we will present each group's answers.  Without using any internet resources, please answer at least 2 of the questions and respond to at least 3 of your classmates in the discussion board.
Explain	 What is citation? "The act of citing or quoting a reference to an authority or a precedent" (dictionary.com). In other words: Giving credit where credit is due!  Why is citation important? What happens when you don't cite? Everything you create is your intellectual property. Would you want someone to steal what is yours? When you use someone's work in your project, and do not give them credit by citing them, whether on purpose or by accident, it is called PLAGIARISM.  Citation Styles? Common Styles: • APA Style American Psychological Association - Used in social science fields, education, occasionally other disciplines. Currently in 6th edition. Utilizes in-text citation. Uses cover page with running head and references page. Heavily reliant on dates. http://www.apa.org/ • MLA Style Modern Language Association - Used in humanities fields such as literature and writing. Currently in 7th edition. Uses in-text citation. Uses no cover page; instead, uses author & page number on each page. Has works cited page instead of reference page. Uses author and page number in in-text citations as well. http://www.mla.org/ • Chicago/Turabian Style - Chicago was the original citation style. Turabian is the academic version. Used in history, art history. Currently in 16th edition. Uses footnotes and bibliography. Utilizes cover page http://www.chicagomanualofstyle.org/home.html <u>We are using MLA Style!</u>	 Time to complete: Approximately 20 minutes  Go over Slide 1: What is citation? Move to Slide 2: Why is citation important? What happens if you don't cite? Move to Slide 3: Citation Styles? Move to Slide 4: MLA Style

	MLA Style Items Needed: The author's name The title of the article or page The title of the website The name of the publisher (Note: Only include the name of the publisher when it differs from the name of the website.) The date the page or site was published (if available) The URL Order: Author's Last name, First name. "Title of the Article or Individual Page." Title of the Website, Name of the Publisher, Date of Publication in Day Month Year format, URL. Example: Staff, EasyBib. "How to Cite a Website in MLA: A Complete Guide." EasyBib, Chegg, 1 Jan. 2018, www.easybib.com/guides/citation-guides/mla-format/how-to-cite-a-website-mla/.	
Elaborate	 Let's practice! Please pick three websites and cite our references. When you are done, find a partner to check your work.	 Time to complete: Approximately 20 minutes  Students find 3 websites and practice putting information into MLA citation format.
Evaluate	 Check your work against the experts. Here are some websites. Go to www.easybib.com/guides/citation-guides/mla-format/how-to-cite-a-website-mla/, www.citationmachine.net/mla/cite-a-website or http://www.bibme.org/mla and check your work.	 Time to complete: Approximately 20 minutes  Discuss ways to check their work online, including easybib, citation machine and bibme.



Online Instructional Event	Classroom Instructional Event	Time needed	Handout
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Unit 5 Overview

NOTE: This page is for position only

Objective

Given instruction on video editing software, students will create, edit, and revise their Digital Book Trailer videos.

Unit Schedule

Instructional Methods

Student Materials

Instructor Materials

Instructor Lesson Guide



Unit 6 Overview

NOTE: This page is for position only

Objective

Given instruction on the purpose of video sharing and the feedback process, students will share their Digital Book Trailers with the class and provide peer feedback.

Unit Schedule

Instructional Methods

Student Materials

Instructor Materials

Instructor Lesson Guide



Unit 7 Overview

NOTE: This page is for position only

Objective

Given instruction on the revision tools in the video editing software, students will revise their Digital Book Trailers based on the previously received peer feedback.

Unit Schedule

Instructional Methods

Student Materials

Instructor Materials

Instructor Lesson Guide



Unit 8 Overview

NOTE: This page is for position only

Objective

Given instruction on the purpose of the sharing of completed Digital Book Trailer projects, students will share their final versions in a public forum for classroom use.

Unit Schedule

Instructional Methods

Student Materials

Instructor Materials

Instructor Lesson Guide

Appendices

Appendix A: Student Materials

The Scholarship Jacket

By: Marta Salinas

The small Texas school that I attended carried out a tradition every year during the eighth grade graduation; a beautiful gold and green jacket, the school colors, was awarded to the class valedictorian, the student who had maintained the highest grade for eight years. The scholarship jacket had a big gold S on the left front side and the winner's name was written in gold letters on the pocket.

My oldest sister Rosie had won the jacket a few years back and I fully expected to win also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade, and the last year I had looked forward to owning that jacket. My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my grandparents to raise. We couldn't participate in sports in school because there were registration fees, uniform costs, and trips out of town; so even though we were quite agile and athletic there would never be a sports school jacket for us. This one, the scholarship jacket, was our only chance.

In May, close to graduation, spring fever struck, and no one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere, I was called "Beanpole" and "String Bean" and I knew that's what I looked like. A flat chest, no hips, and a brain, that's what I had. That really isn't much for a fourteen-year-old to work with, I thought, as I absentmindedly wandered from my history class in the gym. Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if anyone wasn't dressed for P.E. She had said I was a good forward and once she even tried to talk Grandma into letting me join the team. Grandma, of course, said no.

I was almost back at my classroom's door when I heard angry voices and arguing. I stopped. I didn't mean to eavesdrop; I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognized the voices; Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be, arguing about me. I couldn't believe it. I still remember the shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there. "I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A plus average and you know it" That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quite.

"Look, Joann's father is not only on the Board, he owns the only store in town; we could say it was a close tie and..."



The pounding in my ears drowned out the rest of the words only a word here and there filtered through."... Martha is Mexican... resign... won't do it..." Mr. Schmidt came rushing out, luckily for me went down the opposite way toward the auditorium, so he didn't see me. Shaking, I waited a few minutes and then went in and grabbed my bag and fled from the room. Mr. Boone looked up when I came in but didn't say anything. To this day I don't remember if I got in trouble in P.E. for being late or how I made it through the rest of the afternoon. I went home very sad and cried into my pillow that night so grandmother wouldn't hear me. It seemed a cruel coincidence that I had overheard that conversation.

The next day when the principal called me into the office, I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it easier for him so I looked him straight in the eye. He looked away and fidgeted with the papers on his desk.

"Martha," he said, "there's been a change in policy this year regarding the scholarship jacket. As you know, it has always been free." He cleared his throat and continued. "This year the Board decided to charge fifteen dollars—which still won't cover the complete cost of the jacket".

I stared at him in shock and a small sound of dismay escaped by throat. I hadn't expected this. He still avoided looking in my eyes.

"So if you are unable to pay the fifteen dollars for the jacket, it will be given to the next one in line."

Standing with all the dignity I could muster, I said, I'll speak to my grandfather about it, sir, and let you know tomorrow." I cried on the walk home from the bus stop. The dirt road was a quarter of a mile from the highway, so by the time I got home, my eyes were red and puffy.

"Where's Grandpa?" I asked Grandma, looking down at the floor so she wouldn't ask me why I'd been crying. She was sewing on a quilt and didn't look up.

"I think he's out back working in the bean field."

I went outside and looked out at the fields. There he was, I could see him walking between the rows, his body bent over the little plants, hoe in hand. I walked slowly out to him, trying to think of how I could best ask him for the money. There was a cool breeze blowing and a sweet smell of mesquite in the air, but I didn't appreciate it. I kicked at a dirt clot. I wanted that jacket so much. It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represents eight years of hard work and expectation. I knew I had to be honest with Grandpa; it was my only chance. He saw me and looked up.

He waited for me to speak. I cleared my throat nervously and clasped my hands behind my back so he wouldn't see them shaking. "Grandpa, I have a big favor to ask you" I said in Spanish, the only language he knew. He still waited silently, I tried again. "Grandpa, this year the principal said the scholarship jacket is not going to be free. It's going to cost fifteen dollars and I have to take the money tomorrow, otherwise it'll be given to someone else." The last words came out in an eager rush. Grandpa straightened up tiredly and leaned his chin on the hoe handle. He looked out over the field that was filled with the tiny green bean plants. I waited, desperately hoping he'd say I could have the money. He turned to me and asked quietly, "what does a scholarship jacket mean?"

I answered quickly; maybe there was a chance. "It means you've earned it by having the highest grades for eight years and that's why they're giving it to you." Too late I realized the

significance of my words. Grandpa knew that I understood it was not a matter of money. It wasn't that. He went back to hoeing the weeds that sprang up between the dedicated little bean plants. It was a time consuming job; sometimes the small shoots were right next to each other. Finally he spoke again.

"Then if you pay for it, Marta, it's not a scholarship jacket, it is? Tell your principal I will not pay the fifteen dollars."

I walked back to the house and locked myself in the bathroom for a long time. I was angry with grandfather even though I know he was right; and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket?

It was a very sad and withdrawn girl who dragged into the principal's office the next day. This time he did look me in the eyes.

"What did your grandfather say?" I sat very straight in my chair. "He said to tell you he won't pay the fifteen dollars."

The principal muttered something I couldn't understand under his breath, and walked over to the window. He stood looking out at something outside. He looked bigger than usual when he stood up; he was a tall gaunt man with gray hair, and I watched the back of his head while I waited for him to speak.

"Why?" he finally asked. "Your grandfather has the money. Doesn't he own a small bean farm?"

I looked at him, forcing my eyes to stay dry. "He said if I had to pay for it, then it wouldn't be a scholarship jacket," I said and stood up to leave. "I guess you'll just have to give it to Joann." I hadn't meant to say that; it had just slipped out. I was almost to the door when he stopped me.

"Martha--wait."

I turned and looked at him, waiting. What did he want now? I could feel my heart pounding. Something bitter and vile tasting was coming up in my mouth; I was afraid I was going to be sick. I didn't need and sympathy speeches. He sighed loudly at me, biting his lip, as if thinking.

"Okay, damn it. We'll make an exception in your case. I'll tell the Board, you'll get your jacket."

I could hardly believe it. I spoke in a trembling rush. "Oh, thank you sir!" Suddenly I felt great. I didn't know about adrenalin in those days, but I knew something was pumping through me, making me feel as tall as the sky. I wanted to yell, jump, run the mile, do something. I ran out so I could cry in the hall where there was no one to see me. At the end of the day, Mr. Schmidt winked at me and said, "I hear you're getting a scholarship jacket this year. His face looked as happy and innocent as a baby's but I knew better. Without answering I gave him a quick hug and ran to the bus. I cried on the walk home again, but this time because I was so happy. I couldn't wait to tell Grandpa and ran straight to the field. I joined him in row where he was working and without saying anything I crouched down and started pulling up the weeds with my hands. Grandpa worked alongside me for a few minutes, but he didn't ask what had happened. After I had a little pile of weeds between the rows, I stood up and faced him



"The principal said he's making an exception for me, Grandpa, and I'm getting the jacket after all. That's after I told him what you said."

Grandpa didn't say anything; he just gave me a pat on the shoulder and a smile. He pulled out the crumpled red handkerchief that he always carried in his back pocket and wiped the sweat off his forehead.

"Better go see if your grandmother needs any help with supper." I gave him a big grin. He didn't fool me. I skipped and ran back to the house whistling some silly tune.

McDougal Littell Literature (New York, 2008)

Storyboard Template Handout

Student Name _____

Movie Name _____

A one sentence summary of your video: _____

_____. (summary)

Notes: The music may remain the same in each scene. The voiceover will not. Voiceover can also include character dialogue. If there is no voice in a scene, indicate none. The visuals will change throughout. If the screen will be blank, indicate so. You may have 2 or 3 pictures, or more, per frame or you may have one.

Entire Length of Video _____

Scene 1 (Time in seconds Beg: _____ End _____)

Audio (Music)	Visual (Place image(s) here.)
Audio (Voiceover)	

--	--

Scene 2 (Time in seconds Beg: ____ End ____)

Audio (Music)	Visual (Place image(s) here.)
Audio (Voiceover)	

Scene 3 (Time in seconds Beg: ____ End ____)

Audio (Music)	Visual (Place image(s) here.)
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Audio (Voiceover)	

Scene 4 (Time in seconds Beg: _____ End _____)

Audio (Music)	Visual (Place image(s) here.)
Audio (Voiceover)	

--	--

Scene 5 (Time in seconds Beg: _____ End _____)

Audio (Music)	Visual (Place image(s) here.)
Audio (Voiceover)	

--	--

Scene 6 (Time in seconds Beg: _____ End _____)

Audio (Music)	Visual (Place image(s) here.)
Audio (Voiceover)	

Scene 7 (Time in seconds Beg: _____ End _____)

Audio (Music)	Visual (Place image(s) here.)
Audio (Voiceover)	

Scene 8 (Time in seconds Beg: _____ End _____)

Audio (Music)	Visual (Place image(s) here.)

Audio (Voiceover)	

Scene 9 (Time in seconds Beg: ____ End ____)

Audio (Music)	Visual (Place image(s) here.)
Audio (Voiceover)	

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Scene 10 (Time in seconds Beg: _____ End _____)

Audio (Music)	Visual (Place image(s) here.)
Audio (Voiceover)	

Scene 11 (Time in seconds Beg: _____ End _____)

Audio (Music)	Visual (Place image(s) here.)
Audio (Voiceover)	

Scene 12 (Time in seconds Beg: _____ End _____)

Audio (Music)	Visual (Place image(s) here.)

Audio (Voiceover)	

Other Notes:

Story Elements and Interactions within a Literary Text

As you read “The Scholarship Jacket” by Marta Salinas (from *Springboard* Activity 1.4), mark the text for **setting** and **character**, specifically character **feelings, actions, and motivations**.

Use the graphic organizer below to trace the elements and their interactions within the story.

Section of text/ paragraphs	Key Characters: Actions, Feelings, and Motivations	Setting	Plot	How do the characters, setting, and/or plot interact?
Paragraphs 1-3				
Paragraphs 5-7				
Paragraphs 8-14				
Paragraphs 15-20				
Paragraphs 21-31				
Paragraphs 32-37				

IDENTIFYING ELEMENTS OF PLOT

WITH TEXT EVIDENCE

Directions: Review “The Scholarship Jacket” by Marta Salinas to complete the graphic organizer. Carefully select dialogue that reveals the action you described for each element of plot. Be sure to use proper citation when copying lines of text.

ELEMENT OF PLOT	DESCRIPTION OF ACTION	EVIDENCE FROM TEXT TO SUPPORT ACTION
EXPOSITION		
CONFLICT		
RISING ACTION		
CLIMAX		
FALLING ACTION		
RESOLUTION/ DENOUEMENT		



Appendix B: Instructor Materials

Word Splash Activity

Use the words and phrases below to make an inference about the characters and events in the story and how they may relate to elements in the story.

Mexican

TOOTHPICK LEGS

beautiful gold and green jacket

tradition

pounding in my ears drowned
out the rest of the words

HE STILL AVOIDED LOOKING IN MY EYES

change in policy

I knew he was right,
and I was angry

something bitter and vile

Those were the days
of belief and innocence

I will not pay

eight years of hard work

bean field

Grandpa didn't say anything



I didn't mean to eavesdrop

Appendix C: Assessments

Copyright Quiz

Directions: Choose the one you think is most appropriate. You are allowed three attempts.

1. Copyright exists once a piece of work is created.

- A. True
- B. False

2. As long as a picture is online, I can use it for my project.

- A. True
- B. False
- C. It depends

3. The symbol © means a work is copyright protected.

- A. True
- B. False

4. The symbol CC means an author reserves some rights.

- A. True
- B. False



5. This symbol means one can use the work by giving attribution.

- A. True
- B. False

6. Using more than a whole piece of music violates one of the principles of fair use:

- A. The purpose and character of the use
- B. The nature of the copyrighted work
- C. The amount and substantiality of the portion used in relation to the work as a whole
- D. The effect of the use upon the potential market for or value of the work



7. This symbol means that you can copy, modify, distribute and perform the work, even for commercial purposes, all without asking permission.

A. True

B. False



8. This symbol means one can use the work by giving attribution and for commercial purpose.

A. True

B. False

9. A website like <https://free-images.com/> enables you to use the picture for free, even for commercial purpose.

A. True

B. False

10. Which of the following is/are defense(s) to copyright Infringement?

A. Fair Use

B. "I didn't know the work was copyrighted."

C. "I'm giving the copyright owner free publicity."

Answers:

1. A 2. C

3. A 4. A

5. A 6. C

7. A 8. B

9. A 10. A

Royalty-free Image Evaluation Checklist

Criteria	Meets Criteria YES NO		Comments
Selected images are royalty-free			
Each image is relevant to the plot			
Each image is of quality (properly sized, cropped, and scaled)			
Each image comes brief descriptive notes or title.			
The image source is documented.			

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