

Learning Activity Template

Title: Digital Narratives Using Themes in *To Kill a Mockingbird*

Curriculum: English (adaptable to other curriculum areas)

Grade-Level Span: 9 (adaptable to other novels at other grade levels)

Authors Names & School Districts:

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PURPOSE:

- To relate the themes of *To Kill a Mockingbird* to students' lives.
- To understand the personal narrative.

DESCRIPTION:

This project is embedded within units designed to enhance writing skills (paragraph and essay development) and to understand the themes within the novel *To Kill a Mockingbird*. Many activities take place within those two units. When they are both completed, key components of each unit are melded together to create a digital story which is a personal narrative reflecting themes within the novel that are relevant to the students' lives. When viewed in its entirety, the Big 6 research process is clearly embedded over the course of a semester.

The focus of the project is creating a narrative to share with others. The students will start by using Inspiration to brainstorm how the themes of *Mockingbird* relate to their own lives. This will generate for them a plethora of topics to narrow down for a final focus. After a final topic has been determined, students will use scanners, digital equipment, the Internet, and the narration tool within MovieMaker to gather the components of their project. For the technology issues, in particular, ITSE and NETS standards are addressed throughout this process.

As a class we will discuss copyright issues and source citation at a level that ninth graders can understand and utilize. We will incorporate materials from Intel Teach to the Future and the Modern Language Association for this purpose. In addition, class discussions will occur dealing with credible and reliable websites and their use in the research process.

As a personal curriculum touch for our district, we have included the Duluth Public Schools Learner Outcomes for Grade 9 Language Arts which are met during this process.

ACTIVITIES	Minnesota Technology Standards	ISTE-NETS	Big 6	Duluth Learner Outcomes Grade 9 Language Arts
Read <i>To Kill a Mockingbird</i>	1; 3	1; 2;	1	Lit 1; 2; 3; 4; 6; 7; 9
Study the elements of a personal narrative	1; 3	1; 2;	1	WP 1; 2; 3; 4; 5; 6; 7; 9; 10
Discuss the themes within the novel	3	1; 2	2	Lit 1; 2; 3; 4; 6; 7; 9

Brainstorm personal relationships to the novel's themes	1	2; 3; 4	2; 3	Lit 5
Select a theme and write a personal narrative	1; 3	2; 3; 4	2; 3	WP 1; 2; 3; 4; 5; 6; 7; 8; 9; 10 AND WF 1; 3; 4
Determine new purpose and audience for movie narration	2; 3	4; 5; 6; 7	3; 4	RVL 3; 5
Edit and revise personal narrative into movie narration	3	4; 5; 6; 7	4; 5	RVL 5; Sp 12
Narrate story into MovieMaker	2; 3	4; 5; 6; 7	4; 5	Sp 1; 2
Select illustrative materials such as pictures, video clips, and background music	1; 2; 3; 4	4; 5; 6; 7; 8; 9	4; 5	RVL 5
Pull movie elements together into MovieMaker	1; 2; 3; 4	4; 5; 6; 7; 8; 9	4; 5	RVL 5
Create video effects and video transitions	1; 2; 3; 4	4; 5; 6; 7; 8; 9	4; 5	RVL 5
Finalize movie / evaluate product and process	2; 3; 4	4; 5; 6; 7; 8; 9	4; 5; 6	RVL 5

Key to District Learner Outcomes:

- WP = Writing Process
- WF = Writing Form
- Lit = Literature
- RVL = Read, View, Listen
- Sp = Speaking

TOOLS AND RESOURCES:

- Inspiration for brainstorming and storyboards
- PowerPoint or Microsoft Word to write dialogue / narration
- Microsoft MovieMaker to create movie
- Scanners to import student photos and original artwork
- Digital cameras to capture personal video
- Head sets with boom mikes to create narration
- Miscellaneous websites determined by student needs
- The Art of Digital Storytelling
 - <http://www.digitales.us/>
- Free Play Music Website for soundtracks
 - <http://www.freeplaymusic.com>
- Rubistar
 - http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=3#03

ASSESSMENT:

Using Bernajean Porter's website (<http://www.digitales.us/evaluating/index.php>) an assessment rubric would be created for the student that is specific to the assignment.

Rubistar (http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=3#03) would also be used to create assessment rubrics.

In addition, informal discussions would take place between students and instructor to determine how the process itself could be enhanced in the future.

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COMMENTS:

- The projects need to have a soul, and this cannot happen if the story being narrated doesn't come from the student's heart, life experience, and memories.
- Planning is a key component to the success of the technical portion of the movie making. Saving and file protocols need to be established by the teacher, taught to the students, and followed by all involved.
- Time and teacher availability is crucial. The project takes time ~~ lots of it. Lab time must be scheduled for class instruction; personal one-on-one time must be scheduled for student narrations.
- The teacher and students must have a trusting relationship. Respect must be given to individuals who do not want their final projects shared with others; and options must be created for those who may not feel comfortable sharing their projects with the teacher. The teacher must also cultivate an environment of trust, respect, and accountability before this project can be truly, truly successful. This will allow students to create projects that come from the heart and from the soul. We accomplished this by developing a "Permission to View" form that was completed by both students and their adult caretaker.
- In addition, this project was successful for us because we each understood the others' professional specialties that we brought to the project, and we worked together to put our knowledge together in a collaborative format.