

## Life Around Here

Grade Level & Subject Area:	5th Grade Social Studies, Reading, Language Arts
Kansas State Standards:	<p><b>KS Writing 1 The student writes effectively for a variety of audiences, purposes, and contexts</b></p> <p><b>1.1.1</b> The student chooses and writes about a narrowed and focused idea and occasionally write about a given prompt. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</p> <p><b>1.1.2</b> The student writes using (1) personal experience (2) observations (3) prior knowledge. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</p> <p><b>1.1.3</b> The student maintains focused ideas with supporting details, which gives the reader important information that he/she could not personally bring to the text. (Ideas and Content: prewriting, drafting, revising: N,E,T,P)</p> <p><b>KS Reading 1:2 The student reads fluently</b></p> <p><b>1.2:1.</b> The student uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently at <i>instructional</i> or <i>independent reading levels</i></p> <p><b>1.2:2</b> The student reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech.</i></p> <p><b>KS Geography</b></p> <p><b>3.4</b> The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p> <p><b>3.5</b> The student understands the effects of interactions between human and physical systems.</p>
ISTE Standards:	1 Creativity and Innovation, 2 Communication and Collaboration, 3 Research and Information Fluency, 4 Critical Thinking, Problem Solving, and Decision Making, 5 Digital Citizenship, 6 Technology Operations and Concepts
Objectives:	Students will write a script, create a movie about their community, and compare their community to other parts of the world.
Essential Questions:	<p>How does my community compare to other communities in the world?</p> <p>What are the economics like in my community compared to other communities around the world?</p> <p>What is my school like compared to other communities in the world?</p> <p>What tools do I need to create a movie?</p> <p>How can I collaborate with my peers effectively?</p> <p>What elements are important when creating a digital media project?</p>

	<p>How can I effectively convey my community, culture and economic processes to peers in other communities all over the world?"</p>
<p>Procedures:</p>	<p><b>Prep Work:</b> In the ideal situation, students would go into the community and take pictures using their digital camera after storyboarding their script (Day 3). If that is not possible, the teacher needs to take still pictures of the community and burn the pictures to CD's or upload them to the network for students to use.</p> <p><b>Day 1:</b> Introduce the "Life Around Here" Digital Story Telling Project to students by looking at the website and reviewing videos that were made the previous year, (<a href="http://lifearoundhere.pbworks.com/">http://lifearoundhere.pbworks.com/</a>) Then go over the rubric for making the video. Next, show the students the pictures that they will have available to them and how to locate them for use during the project. Finally, group students in pairs for working on the project.</p> <p><b>Day 2:</b> Students work in pairs to write a script about their community. If students have questions about their community, they need to make phone calls or conduct research to answer their questions. (Often questions can be answered by calling your local Chamber of Commerce.)</p> <p><b>Day 3:</b> Students will use a storyboard to divide the script into sections and select available pictures to accompany the script. The following websites can be used as storyboard options:  ComicCreator <a href="http://www.readwritethink.org/files/resources/interactives/comic/index.html">http://www.readwritethink.org/files/resources/interactives/comic/index.html</a>  KidsVid <a href="http://kidsvid.4teachers.org">http://kidsvid.4teachers.org</a></p> <p><b>Day 4:</b> Students practice reading their script then record the audio using Garageband or Audacity.</p> <p><b>Day 5:</b> Students import pictures and audio into iMovie or MovieMaker.</p> <p><b>Day 6:</b> Students edit their movies. The teacher sets up the Visual Ranking Tool for students to use the following day.  <a href="http://www97.intel.com/en/ThinkingTools/VisualRanking">http://www97.intel.com/en/ThinkingTools/VisualRanking</a></p> <p><b>Day 7:</b> Computers are placed on student desk and opened to their movie projects. Students judge finished projects using the "Life Around Here" rubric by walking around and viewing all of the projects. Absolutely no talking is allowed during this time. Students may not discuss the projects with each other. Next, students go to the Intel Visual Ranking Tool link that the teacher has created and rank the top six videos in the classroom. (The top six are what the teacher post to the website as the class project.)</p> <p><b>Follow up:</b> When other communities finish posting their projects to the</p>

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Special thanks to Chris Craft for creating the “Life Around Here” website and rubric!