Digital Storytelling Lesson Plan

Teacher: Elisabeth McDowell

Lesson Plan Title: Amendments to the United States Constitution

Grade: 5th

Subject: Social Studies; government, civics

Introduction: This lesson supports the fifth grade Georgia Performance Standards that expect students to understand how their government works and how democracy is continued. The students began the year studying the Civil War and have studied changes in American history from that date forward. The GPS standards for fifth grade require students to understand how particular amendments to the U.S. Constitution maintain a representative democracy   Students have a choice in which amendment they would like to create their group digital storytelling project on. Students will be given a digital resource kit and a storyboard template in order to help put their project together.

Georgia Performance Standards:

- **SS5CG2 The student will explain the process by which amendments to the U.S. Constitution are made.**
  a. Explain the amendment process outlined in the Constitution.
  b. Describe the purpose for the amendment process.

- **SS5CG3 The student will explain how amendments to the U. S. Constitution have maintained a representative democracy.**
  a. Explain the purpose of the 12th and 17th amendments.
  b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th, and 26th amendments.

Standards for the 21st Century Learner:

- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.9 Collaborate with others to broaden and deepen understanding.
- 1.3.1 Respect copyright/ intellectual property rights of creator and producers.
- 2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

Objectives:
- Students will understand and explain how amendments are created and why they are important.
- Students will understand the social and political effects of amendments created and added to the U.S. Constitution.
- Students will understand the importance of democracy in our country.
- Students will be able to create a group multimedia presentation using a movie making software program such as iMovie.
- Students will be able to work together to collaborative research and create their project.

Duration: 5-6 days

Materials Needed:
- iMac computers with Internet access
- iMovie
- Storyboard template
- Digital resources which include an online folder with photos, digital, and audio files
- LCD Projector and screen
- Media Center resources such as the Internet, encyclopedias and books about the U.S. Government
- Group Digital Storytelling Project rubric and Student Assessment Rubric

Essential Questions:

- Why is it important for citizens to participate in government? How can citizens participate in government?
- How did the addition of the amendment create a more "democratic" American society?
- What was it about the time period that demanded such drastic and permanent changes in the basic structure of American society that a new amendment was created?
- What value did the American citizens put on the new amendment?

Procedures:
1. Divide students into groups of 4. Make sure that there is at least one person in each group who can successfully manage iMovie.
2. Provide the topic to the students and then review the digital resources kit. Show examples of digital storytelling projects so that students have an idea of what to do.
3. Establish media center times and computer lab times available for students. Have the groups work together to discuss how to use their times efficiently.

4. Pass out the information for the digital resource kits and storyboard templates.

5. Post a copy of the assessment rubric so the students know what will be expected.

6. Groups work together to research their topic and then to put the information into the storyboard template.

7. Groups will then work together to put their information together into iMovie. Movies are to be saved in .m4v format.

8. Using the rubric the students will check their work before submitting it to the teacher.

9. Groups must save their work to the student drive.

10. Groups will present their projects to the rest of the class using the LCD projector and screen.

11. The teacher will assess each project using the rubric.

12. Students will assess their other group members by using a separate rubric.

Assessment:
- Group projects will be assessed using a rubric.
- Students will complete a rubric on each member of their group.

Digital Storytelling Rubric

Group: _____

Topic: _____

Criteria	3	2	1	0
Creativity	Complete originality in composition and delivery.	One element is not original in composition and Delivery.	Two elements are not original in composition And delivery.	Three or more elements are not original in composition and delivery.
Storyboard	Complete and detailed evidence of planning throughout entire storyboard including completed information, sequencing, pacing, of story.	Evidence of planning through 2/3 of storyboards including information, sequencing, pacing, of story.	Evidence of planning through up to 1/3 of storyboard including completed information, sequencing, pacing, of story.	Little to no evidence of planning including minimally completed information, sequencing, pacing, of story.
Content	Content is clearly relevant to story, a message is distinctly clear	Content has some relevance to story, message is clear with some confusing points	Content has little relevance to story, message is not clear	Content has no relevance to story, there is no message
Video Editing	Transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video	Most transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video	Some transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video	Little to no transitions, effects, audio, and edits are appropriate to the subject matter, add to the flow of the video, and most importantly, do not distract from the video
Documentation	All sources are cited completely in required format and all copyrighted material, if used, is identified and used correctly	1 source is not cited properly according to the required format and/or 1 copyrighted piece of material is not identified or used properly	2 sources are not cited properly according to the required format and/or 2 copyrighted pieces of material are not identified or used properly	3 sources are not cited properly according to the required format and/or 3 copyrighted pieces of material are not identified or used properly

Assessment of Group Members Rubric

Group member completing rubric: _____

For Group: _____ (information is confidential)

Criteria	3	2	1	0
Work Division	Work was divided equally among all group members	Work was predominantly completed by 2/3 of group members	Work was completed by one member of the group	Some of the project not completed due to group problems
Collaboration and Contribution	Collaboration and contribution of ideas from each group member	Collaboration and contribution of ideas given by 2/3 of group members	Contribution of ideas given by one person in group	Lack of communication and collaboration among group members
Respect	Each member treated all other members and their ideas with respect all of the time	Respect given to group members most of the time	Evidence of respect Not always given between group members	Lack of respect evident in group interaction

Confidential Comments:

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