

DIGITAL PERSUASIVE STORYTELLING



Multimedia literacy is an important part of 21st century learning and plays a significant role in today's classroom. Multimedia objects, which include graphics, audio, and images can be used influence, explain point of view, and to communicate a clear message to an audience. Text in the 21st century is multimodal in nature, produced and shared in print, electronic, visual, and graphic forms.

DIGITAL STORYTELLING

This writing activity will combine Grade 3 and 4 Ontario Curriculum expectation requirements from Life Systems and Language Arts. Although this activity was completed by a Grade 3-4 class, adjustments could be made for other curriculum expectations for Grades 2 to 8.

Students will create a 60 to 90 second digital persuasive story which answers the critical question: "Should humans engage in the deforestation of rainforests?"

DESCRIPTION OF THE LEARNING TASK

Students' writing responses will take on a rich, engaging, and active tone as students create digital persuasive stories. Students will use voice narration, images, original and creative commons art work to persuade the audience of their point of view.

STEPS IN THE PROCESS

A. Writing

1. Reasoning: Opinion stated with appropriate factual supporting evidence related to claim.

2. Communication: Ideas and facts from background knowledge or schema.

3. Organization of Ideas: Ideas will be logically connected.

4. Application: Conventions used e.g., "I statements".

B. Enhancing the Writing with Multimedia

1. Record narratives using Audacity sound recording software.

2. Creative commons image search for images to match story.

3. Visual story creation using movie-making software.

CURRICULUM CONNECTIONS

Reading, Writing, Media Literacy, and Science

GRADE 3

- Identify the topic, purpose, audience, and form of writing. (Writing 1.1)
- Sort ideas and information in a variety of ways. (Writing 1.4)
- Identify their point of view and determine if their information supports their point of view. (Writing 2.5)
- Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details. (Reading 1.4)
- Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them. (Reading 1.6)



PHOTOS BY CHRISTINE COUSINS



**AT THE OUTSET
THE “CRITICAL INQUIRY
QUESTION” IS INTRO-
DUCED: SHOULD
HUMANS ENGAGE IN
THE DEFORESTATION OF
RAINFORESTS? THE TOPIC
FOCUS IS THE IMPOR-
TANCE OF THE RAINFOR-
EST AND HOW PLANTS
AND ANIMALS ARE
INTERRELATED WITHIN
THAT HABITAT.**

- Assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats. (Science Overall)

GRADE 4

- Identify the topic, purpose, audience, and form of writing. (Writing 1.1)
- Sort ideas and information for their writing in a variety of ways. (Writing 1.4)
- Identify their point of view and determine if their information sufficiently supports their point of view. (Writing 2.5)
- Demonstrate an understanding of a variety of texts by summarizing important ideas and citing important details. (Reading 1.4)
- Extend understanding of texts by connecting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them. (Reading 1.6)
- Analyse the effects of human activities on habitats and communities. (Science Overall)
- Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them. (Science Overall)

MEDIA LITERACY

Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

REQUIRED TECHNOLOGY

All students and teachers involved in this project required access to computers, the Internet and software. They needed access to the software Movie Maker and Audacity, sound recording software, and word processing software. Microphones which attach to computers were used to record students’ narratives.

ASSESSMENT

In this rich culminating task it is important for there to be an essential or critical question. This task fits into the core curriculum and represents the “big idea” about deforestation which is taking place in our world. **Should humans engage in the deforestation of rainforests?**

DEVELOPING RICH CULMINATING TASKS

- Writing Frame and Rubric
- Use the A.P.E.+ method for Argumentative/Persuasive writing and Evaluating : reasoning, communication, organization of ideas, and conventions with the rubric.

• Answer Proof, Extend and Conclude Writing Framework

• Persuasive Writing Rubric

(see: links at <http://innoteach.net/> digital persuasive story telling)

VISUAL STORYTELLING RUBRIC

By using this rubric you will be addressing the multimedia components of the digital persuasive story. The following criteria will be addressed: Story Title, Story Lead, Story Voice, Author's Focus, Story Idea Development, Audio-Visual Impact.

SCOPE AND SEQUENCE

This task can be undertaken at any time of the year. In this example the persuasive writing assignment was part of a larger Grades 3 and 4 Science – Life Systems unit and was started in the third week of September.

As long as there is an inquiry approach, critical question and topic focus, this unit can take as long as 3 weeks depending on the complexity of tasks assigned.

At the outset the “critical inquiry question” is introduced: Should humans engage in the deforestation of rainforests? The topic focus is the importance of the rainforest and how plants and animals are interrelated within that habitat.

The text form for writing was determined to be a persuasive/opinion non-fiction writing. The students explained in their writing the cause and effects of deforestation as it affects plants and animals. And provided proof from their knowledge gathering within their claim.

Before the students began writing their argument, they were immersed in reading for meaning expectations 1.8 and 1.9 which are higher order thinking skill expectations.

The reading-writing connection was addressed and mentor texts that have explanations about the content were used. The culminating task was a visual story where images illustrated a spoken/written word. Students persuade their audience about their particular point of view which includes facts and opinions about deforestation.

For readings and additional information go to innoteach.net/



CRITERIA CHECKLIST FOR DEVELOPING RICH CULMINATING TASKS

DEVELOPED BY GRANT WIGGINS AND STEVE LEINWAND

THE QUESTIONS

THE DESCRIPTIONS

Is it **ESSENTIAL**?

- The task fits into the core of the curriculum
- It represents a ‘big idea’ (enduring understanding)

Is it **REALISTIC**?

- The task is based on a real life situation

Is it **AUTHENTIC**?

- The task uses processes appropriate to the discipline

Is it **RICH**?

- The task leads to other problems
- It raises other questions
- It has many possibilities

Is it **ENGAGING**?

- The task is thought-provoking
- It fosters persistence

Is it **ACTIVE**?

- The student is the worker and decision-maker
- Students interact with other students
- Students are constructing meaning and deepening understanding

Is it **FEASIBLE**?

- The task can be done within school and homework time
- It is developmentally appropriate for students
- It is safe

Is it **EQUITABLE**?

- The task develops thinking in a variety of styles
- It contributes to positive attitudes

Is it **OPEN**?

- The task has more than one right answer
- It has multiple avenues of approach, making it accessible to all students

Is it **INCLUSIVE**?

- The task allows students to demonstrate the achievement of all the key concepts specified in the course
- The task allows for demonstration of knowledge and skills indicated in the areas of the Achievement Chart