

Title

Bringing the commemoration plan to life

Topic

Designing and creating a digital commemoration

Subject area/discipline

Interdisciplinary

Grade level

6 to 11

Suggested time

80 to 120 minutes

Overarching critical inquiry question

How can we best honour the lives of those who contributed to Juno Beach and the Battle of Normandy?

Overarching critical inquiry task

Design a meaningful digital commemoration to honour the contributions and sacrifices of an individual (from your local community) who contributed to Juno Beach and the Battle of Normandy.

Lesson critical inquiry question

What are the most powerful ways to use digital tools to enhance a meaningful commemoration?

Lesson critical inquiry task (critical challenges)

Design and create a digital commemoration, making effective use of digital tools.

Central ideas/learning goals

Students will identify the most appropriate digital tools to use in creating their commemoration by deciding how to integrate a variety of modalities.

Related concepts

- Digital tools, formats, and modalities

Key competencies

- selecting *appropriate* digital tools
- selecting best materials for creating a *cohesive* and *meaningful* commemoration
- telling an *informative* and *coherent* story
- making *effective* use of a variety of modalities in telling a story

Lesson overview

In this lesson, students consider a variety of formats for creating a meaningful commemoration before deciding which approach they believe will be best suited to the purpose and audience. They then work with the information and various sources they have gathered over the past few lessons to create a storyboard for their commemoration in the format they have chosen. Finally, students consider a variety of digital tools that could help them create their commemoration and select the ones they intend to use.

Materials and preparation required

- Activity sheet: Commemoration Storyboard
- List of Digital Tools

Teaching Notes

Launch the learning

1. Invite students to return to their ratings of the Peter Gabriel “Biko” music video from the Launch Lesson. Invite them to consider if and how their rating was dependent on its digital format. Help students understand that when creating a meaningful commemoration, they should pay attention to the emotional appeal to help make it attention-grabbing. Explain that triggering strong emotional reactions using multiple modalities is one of the best ways to help form lasting memories. Ensure students make a clear connection to the criterion, *attention-grabbing*, for a meaningful commemoration.

Build Important Background Knowledge

1. On a wall in the classroom, place a large piece of chart paper listing various methods to present information (see below). Ask students to indicate, using pins or sticky dots, which of the methods they might integrate into their commemoration. Alternatively, you can use Kahoot or other similar game-based technologies for student choices (see <https://kahoot.com>).
 - Video segments from interviews
 - Historical film footage
 - Typed quotes
 - Audio segments from interviews
 - Narration (your own voice)
 - Music
 - Paintings
 - Photographs from Juno Beach

- Pre- and/or post-war photographs
 - Maps
 - Symbols or icons
 - Other
2. In groups of three, invite students to share ideas on why and how they intend to use the various methods they selected. After two to three minutes, invite each group to share one idea they discussed for making effective use of various methods with the class.

Develop understanding of criteria for judgment

1. Invite students to consider a variety of formats for their commemoration, encouraging them to propose variations, combinations, or alternatives to the list:
 - Song
 - Video
 - Series of still images
 - Dramatic production
 - Children's story
 - PowerPoint
 - Other
2. Explain to students that when selecting their format, they should ensure that it is suitable by considering if it:
 - fits the specific audience for whom they are creating the commemoration
 - fits the materials gathered and the story to be told; and
 - fits within the timeframe they have to complete it.
3. Remind students that regardless of the format, the commemoration should be organized in the form of a story. Inform students that the structure of storytelling, moving chronologically through a series of events that builds to a challenge before arriving at a resolution, must hold true for all formats they decide to use. For example, when creating a commemoration as a song, the story generally unfolds as a timeline of events, with the chorus reinforcing an important theme or central idea. Illustrate to students that they can create a song by simply taking a favourite song (that is suitable for the context) and replacing the lyrics with the story and adding a chorus that drives home a central message or reinforces the dominant theme. If time permits, share the song "Marie Antoinette," that is an adaptation of the Lady Gaga song, *Paparazzi*. (see <https://www.youtube.com/watch?v=ysEjV6ICzIE>). Remind students of the 7 Sentence Story Structure and help them see how well the song adheres to the overall structure of the story telling approach.

4. Invite students to select a format for their commemoration using the criteria for a suitable format. Consider using a Think-Pair-Share and allow students one minute to think on their own, then share with a partner what format they are considering, and finally sharing their ideas with a larger group.

Introduce a thinking strategy

1. Invite students to return to their Thoughtbook and review the information they have decided to include in their commemoration.
2. Provide students with the Activity sheet: *Commemoration Storyboard*. Invite students to use the storyboard and the information in their Thoughtbook to begin planning the details for how their commemoration will unfold. In each of the boxes in the Storyboard, students should make notes on the evidence to be presented and the different presentation methods that will help bring the commemoration to life and enrich their story.
3. Once students have completed an initial draft of their storyboard, invite them to share their planning with a partner. Remind students that the criteria for a meaningful commemoration should guide the feedback they provide.
4. Encourage students to carefully consider the feedback from their peers and to seek teacher guidance if further clarification is needed. Based on the input from both peers and the teachers, students should revise their storyboard.

Consolidation

1. Provide students with the list of Digital Tools that will be helpful in creating their digital commemoration. Many of these suggested tools are either free or are commonly licensed by schools or school boards/districts. Review the list before sharing with students to ensure they are suitable for the grade level and are available. Add other suitable tools if they are familiar to you or the students.
2. Be careful not to assume that all students will be comfortable with the various digital tools. If possible and necessary, arrange with the learning commons (library) or others in your school or district to spend some time with your students to provide some introductory instruction on the digital tools the students are not familiar with.
3. When students have completed preparing their commemorations, consider arranging an opportunity to share with each other or an outside audience.

Activity Sheet: *Commemoration Storyboard*

The following is a list of possible commemoration formats and corresponding storyboard tips:

Song – map out the stanzas and chorus

Video – plan out the use of headings, still images, film footage, music, and narration

Series of Still images – plan out the order of the images aligned to the narration and the music suited to the images and the story

Dramatic Production – map out the script aligned to setting and movements

Children’s story – map out the story arc and the pictures or drawings that will accompany each section of text

PowerPoint – map out order of the slides, titles of each slide, images or symbols for each slide, as well as the use of music or film clips.

For each scene, indicate the evidence, images, music, etc. that will be used

One: At the beginning... (how will the story begin so that it grabs and holds the viewer’s attention?)

Two: A Day in the Life... (how will the story help the viewer understand what life was like for the individual before the war?)

Three: And then one day... (how will the story continue so that the viewer understands how the war disrupted the individual's life?)

Four: Because of this... (how will the story show the efforts made by the individual to contribute to the war effort and to survive in spite of the challenges?)

Five: Not only, but also... (how will the story show the obstacles the individual faced and what they did to try to overcome the obstacles?)

Six: Moment of Truth... (how will the story show what happens as the major challenge comes to an end with the individual surviving or dying at the battle?)

Seven: And ever since that day... ((how will the story conclude so that it captures the lasting impact Juno Beach had on the individual and the importance of the individual's actions both during and (if they survived) after the war on others?)

Digital Tools

Name	Web link	Notes
PowerPoint	https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0B9502C6-5F6C-40AE-B1E7-E47D8741161C	<ul style="list-style-type: none"> Use this link to learn how to narrate PowerPoint slides so your commemoration can be shared on line
Google Slides	https://docs.google.com/presentation/u/0/	<ul style="list-style-type: none"> Google slides provide an alternative to creating in PowerPoint
Prezi	https://prezi.com/pricing/	<ul style="list-style-type: none"> Prezi can create an enhanced visual presentation that zeroes in on key information as needed
Glogster	http://edu.glogster.com/?ref=com	<ul style="list-style-type: none"> Glogster allows for the creation of multi-media posters with live sound and videos embedded
Garage Band	https://www.apple.com/ca/ios/garageband/ https://www.apple.com/ca/mac/garageband/	<ul style="list-style-type: none"> GarageBand turns your iPad and iPhone into a collection of Touch Instruments and a full-featured recording studio — so you can make music anywhere you go.
Wevideo	https://www.wevideo.com	<ul style="list-style-type: none"> We Video is an online video editor that makes it easy to capture, create, view and share your movies.
iMovie	https://www.apple.com/ca/imovie/	<ul style="list-style-type: none"> iMovie is an Apple program that allows you to turn your photos and video clips into movies and share them

<p>Green Screen by Do Ink</p>	<p>http://www.doink.com/description/</p>	<ul style="list-style-type: none"> • Green Screen by Do Ink is an app that lets you combine photos and videos from the camera roll with live images from your iPad or iPhone's camera.
<p>Adobe Spark</p>	<p>https://spark.adobe.com</p>	<ul style="list-style-type: none"> • Adobe Spark is an integrated suite of storytelling applications. It comprises three separate design apps: Spark Page, Spark Post, and Spark Video.
<p>Slide Story</p>	<p>http://www.slidestory.com</p>	<ul style="list-style-type: none"> • Slide Story is a program that allows you to create and narrate a story on a series of slides
<p>TimeToast</p>	<p>https://www.timetoast.com</p>	<ul style="list-style-type: none"> • TimeToast is an easy to use program that allows you to create a story as a timeline including visuals
<p>TimeGlider</p>	<p>https://timeglider.com</p>	<ul style="list-style-type: none"> • Timeglider is a web-based tool designed for creating and sharing stories
<p>Audacity</p>	<p>https://www.audacityteam.org</p>	<p>* Audacity is a free, open source, cross-platform audio software that is an easy-to-use, multi-track audio editor</p>