

**Unit:** Poetry Project with iMovie

**Grade level:** 6

**Description:** Students each choose a poem, find pictures that illustrate it, and create a movie with the pictures and a voice recording of the student reciting the poem. Students will cite the sources of the images used as well as the source of the poem itself.

**NC Standard Course of Study Objectives:**

Technology Skills

- 1.11 Recognize, discuss, and establish ethical guidelines for use of personal and copyrighted media (e.g., images, music, video, content, language) in multimedia projects and presentations as a class/group.
- 1.12 Recognize, discuss, and model correctly formatted citations for copyrighted materials and adhere to Fair Use Guidelines.
- 1.15 Demonstrate knowledge of Copyright and Fair Use Guidelines by explaining selection and use of Internet resources in content projects/assignments.
- 2.01 Recognize, discuss, and use multi-tasking concepts (e.g., windows, toggle between two windows on the desktop, copy and paste data between two windows on the desktop).
- 2.07 Identify, discuss, and use multimedia terms/concepts (e.g., multimedia authoring, web tools) to develop content projects as a class/group.
- 2.08 Use menu/tool bar features to edit/modify/revise multimedia projects to present content information for a different audience and purpose.

NETS \*S National Educational Technology Standards for Students - Performance Indicators for Technology-Literate Students Grades 6-8

5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

English Language Arts

- 1.02 Explore expressive materials that are read, heard, and/or viewed by:
  - creating an artistic interpretation that connects self to the work.
- 5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:
  - extending understanding by creating products for different purposes, different audiences and within various contexts.

Information Skills

- 4.06 Comply with the Copyright Law (P.L. 94-553).
- 4.08 Credit sources of information.
- 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia).

- 5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.
- 5.05 Credit sources in all print, non-print, and electronic products.
- 5.06 Apply fair use copyright guidelines (Copyright Law, P.L. 94-553) in all projects.

### **AASL Standards for the 21st-Century Learner:**

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- 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.
- 4.1.3 Respond to literature and creative expressions in a variety of formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.

### **Resources and technology tools used:**

- Poetry section in Media Center
- Student MacBooks
- PhotoBooth: For organizing pictures
- Firefox: Internet browser
- MLA Citation Maker:  
<http://elementary.oslis.org/resources/cm/mlacitationse>
- Pages: Word processing application

- iMovie

### **Alternative resources and tools:**

- Online sources of poems
- Computer lab
- Simple folder for storing pictures
- Internet Explorer or Safari
- Microsoft Word
- Windows Movie Maker

**Overview of Lessons:** The following lessons were conducted primarily by the Media Coordinator and Technology Facilitator. They were not necessarily taught as discrete lessons at distinct times. We covered as much as we could given the time available and picked up where we left off in the next session. Students had additional time to work outside of specific lessons. In the descriptions of lessons below, the “instructor” may be the Media Coordinator or the Technology Facilitator, depending on who is available and who feels more comfortable with a particular lesson.

1. Introduction to poetry
2. Introduction to copyright and Fair Use guidelines
3. Finding images for poem
4. Saving images to PhotoBooth
5. Citing sources for images
6. Creating Titles in iMovie
7. Adding still pictures to iMovie
8. Creating a voice recording in iMovie

### **Detailed Lessons**

1. Introduction to poetry

- a. The Media Coordinator pulled examples of different kinds of poetry that were available in the the collection: humorous poetry, poems by especially famous poets, animal and nature poems, poems with specific formats such as haiku or limerick, etc.
  - b. Students had time to browse the poetry books and chose one for the iMovie project.
2. Introduction to copyright and Fair Use guidelines
- a. The instructor conducted a basic lesson on copyright: what it is and why it is important to respect intellectual property rights.
  - b. Students were also introduced to Fair Use guidelines: the circumstances under which they can use copyrighted material and how much they can use of various kinds.
3. Finding images for poem
- a. Using Firefox, students created a “Poetry Project” folder in their Bookmarks.
  - b. Students searched online for images that represented parts of their poems. When they found a web site with a useful image, they added a bookmark to their Poetry Project bookmark folder.
4. Saving images to PhotoBooth
- a. In order to access saved pictures from iMovie, they must be saved in PhotoBooth or iPhoto. The easiest application to save pictures found online via Firefox is PhotoBooth.
  - b. As students found useful images, they used the “right-click” menu to choose “Save Image As...”
  - c. For the first image saved, students navigated to their PhotoBooth folder and created a new folder called “Poetry Project.” They then save their picture in that folder.
  - d. For subsequent images saved, they merely navigated to the Poetry Project folder within the PhotoBooth folder and saved there.
5. Citing sources for images
- a. The instructor demonstrated how to use the MLA Citation Maker web site and how to find the needed information for citations on web sites used as sources for images.
  - b. Students opened a Pages document in which they would save their citations.
  - c. Students opened the MLA Citation Maker in Firefox. They chose “Images” from the right-hand sidebar to access the correct form.
  - d. Students opened a new tab or window and used their Poetry Project bookmark folder to return to the web sites where they found their pictures.
  - e. For each picture, students did their best to identify the artist or photographer, the title of the picture, the title of the web site, and other needed information. They toggled back and forth between their sources and the MLA Citation Maker site to fill in the form.

- f. When they found as much information about their sources as they could, they clicked on “Create citation.” They copied the created citation and pasted it into their Pages document.
- g. They repeated this process for each of their image sources.

#### 6. Creating Titles in iMovie

- a. The instructor demonstrated how to create a beginning title and citation title in iMovie.
- b. Students opened iMovie.
- c. Students created a new iMovie project (File > New Project) and gave it a name related to their poem title.
- d. Creating a beginning title:
  - i. Students clicked on the Title button.
  - ii. They dragged the centered Title into the project workspace.
  - iii. They typed in the title of the poem, the name of the poet, and “iMovie by” and their own name. They adjusted the font, color, etc. as desired.
- e. Creating a citation title:
  - i. Students opened the Pages document with their image citations.
  - ii. They copied their list of citations.
  - iii. They dragged the Scrolling Credits Title into the project workspace.
  - iv. They pasted their citation list into the title.
  - v. They adjusted the font, color, size as desired.

#### 7. Adding still pictures to iMovie

- a. The instructor demonstrated how to add still pictures to an iMovie project and how to use the cropping tool to make the whole picture visible or use the Ken Burns affect to pan across a picture.
- b. Students clicked on the still picture button.
- c. They navigated to their PhotoBooth folder.
- d. They dragged their chosen images into the project workspace in between their beginning and citations titles. They put the images in an order that fits the poem’s content.
- e. They clicked on the cropping tool for each image to either make the entire image “Fit” or adjust the start and end of the Ken Burns effect.

#### 8. Creating a voice recording in iMovie

- a. The instructor demonstrated how to use the voice recording button in iMovie and how to change the timing of the images to fit the poem.
- b. Students extended the time for each of their images to make sure the images would last longer than their recitation of their poems.
- c. Students clicked on the voiceover button. They clicked on the beginning title and recited the title, poet, and poem.
- d. Students adjusted the timing of each image to make it appear in conjunction with related words or phrases in the poem.

**Evaluation**

1. Students shared their movies with the class using an LCD projector.
2. Projects were assessed using a simple rubric.

Category	16-20 points	11-15 points	6-10 points	0-5 points
<b>Images</b> Score: _____	All images match the specific parts of the poem that are heard with the images.	Some images match the specific parts of the poem that are heard with the images.	Images match the main theme or topic of the poem, but may not match the specific part being read.	Images do not match the theme or topic of the poem.
<b>Poem</b> Score: _____	The recording includes the title and poet's name. It is read smoothly and clearly. The tone matches the mood of the poem.	The recording includes the title and poet's name. Most of the poem is read smoothly and clearly.	The recording includes at least the title of the poem. The poem is understandable, but not very smoothly read.	The title and poet are missing. The recording of the poem is hard to understand or incomplete.
<b>Citations</b> Score: _____	Every image used in the project has a correct citation.	Most of the images used in the project have a mostly correct citation.	Some images used in the project have a citation.	The project has few or no citations.

Total score: \_\_\_\_\_ out of 60 possible