Introduction:
This two week long Social Studies/Language Arts/Computer lab lesson combines technology, Social Studies and Language Arts to provide a capstone project of a student’s understanding of ancient Egypt or feudal Japan. Students demonstrate a synthesis (Bloom’s Level of Knowledge) of the selected Social Studies material by creating a visual presentation in the form of an animated move which will showcase their understanding of the chosen topic. Items may be added or deleted depending on time constraints.

See sample world: Civilization
(See attachment. You must download Alice before you will be able to view the Civilization file)

Essential Question:
What are some common myths or knowledge about feudal Japan?
What are some common myths or knowledge about ancient Egypt?

Learning Outcomes:
Students will use their Social Studies knowledge of Egypt or Japan to create a short animated movie on the free Alice software. Language Arts skills will be utilized in the movie. Students will view each others presentations and will gain a fun review of the subject material.
Curriculum Alignment:

Social Studies:

1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in Africa, Asia, and Australia.

3.01 Identify ways in which people of selected areas in Africa, Asia, and Australia have used, altered, and adapted to their environments in order to meet their needs and evaluate the impact of their actions on the development of cultures and regions.

8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in Africa, Asia, and Australia.

***** IMPORTANT******
Based on the facts that the Social Studies teacher wishes the students to incorporate into their animated movie any of the 7th grade Social Studies SCOS could be used. The above SCOS are examples only that correspond to the sample file, Civilization.

Computer Skills:

1.15 Demonstrate knowledge of multimedia tools/concepts used by media (e.g., games, video, radio/TV broadcasts, websites) to entertain, sell, and influence ideas and opinions. (5)

1.16 Demonstrate knowledge of multimedia by using terms/concepts to describe and explain content projects/products.

1.17 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. (5)

1.18 Recognize, discuss, and model correctly formatted citations for copyrighted materials and adhere to Fair Use Guidelines. (5)

1.21 Demonstrate knowledge of Copyright and Fair Use Guidelines by explaining selection and use of Internet resources in content projects/assignments. (6)

2.05 Use a variety of collaborative tools to survey, collect, and communicate information for content area assignments. (6)

3.10 Select, evaluate, and use a variety of digital resources and information to research and present findings about Eastern Hemisphere: Africa, Asia, and Australia. (6)
Curriculum Alignment: (continued)

Language Arts:

1.01 Narrate an expressive account which:

- creates a coherent organizing structure appropriate to purpose, audience, and context.
- orients the reader/listener to the scene, the people, and the events.
- engages the reader/listener by establishing a context and creating a point of view.
- establishes the significance of events

6.02 Continue to identify and edit errors in spoken and written English by:

- using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.
- mastering proofreading symbols for editing.
- producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
- listening to and monitoring self to correct errors.

Classroom Time Required:

Social Studies:  (One to Three Days during Social Studies Class)

Students will complete a fact sheet for Ancient Egypt or Feudal Japan. The Social Studies teacher could provide the fact sheet already completed for at risk students. (See attachments for Egypt and Japan Fact sheets)

If the Social Studies teacher chooses, they may have students draw a map of their country (Egypt or Japan) and use it as a billboard in the opening credits. If time is an issue students may use an Internet source for the map.

Students will need one class to prepare a storyboard of their chosen topic (Egypt or Japan) which will incorporate facts from the fact sheet.

Depending on the Social Studies teacher, students may be given an additional day to make revisions to the storyboard after the Social Studies teacher has reviewed them for content and accuracy.

Computer Lab: (Five to Seven days in the computer lab)

Three to four classes will be needed to learn Alice and create a Social Studies world based on their storyboard. The fifth class and sixth class will be needed to view presentations.
Materials Needed:

**Social Studies Class:**
- storyboard paper (see attachment)
- country fact sheet (see attachment for Japan or Egypt)
- rubric (see attachment)
- peer evaluation (see attachment)
- textbook or students notes

**Technology Resources:**

**Computer Lab:**
- Alice downloaded on computers (go to [http://www.alice.org](http://www.alice.org))
- Learning Alice handouts (see attachments)
  - Materials created by Adventures in Alice Programming.
  - You are free to use materials.

  **Getting Started with Alice: The Basics**
  **Objects in Alice: Positioning and Moving Them**

**Pre-activities:**

Students need to correctly complete the **Egypt or Japan fact sheet**. Social Studies teachers may elective to give students a completed fact sheet to use.

If the Social Studies teacher chooses, they may have students **draw a map of their country** (Egypt or Japan) and use it as a billboard in the opening credits of the animated movie.

If time is an issue students may use an Internet source for the map. Students will need to properly cite the source.

Students will need one class to **prepare a storyboard** of their chosen topic (Egypt or Japan). Depending on the Social Studies teacher, students may be given an extra day to **make revisions** to the storyboard and/or fact sheet after the Social Studies teacher has reviewed them for content and accuracy.

The storyboard is a mandatory activity and it is recommended that a student without a storyboard completed not be allowed to participate in the lab activity since the entire purpose of the lesson is to reinforce the Social Studies material.

**Activities:**

****** IMPORTANT******

Activities are based on a 40 minute class.
Days do not need to be together. They may be spaced out over a semester.
Day 1- Social Studies- Fact sheet and Map

**Guided Instruction:**
* Social Studies teacher goes over assignment rubric.
* Social Studies teacher explains what type of Social Studies facts are required.
* Social Studies teachers provide samples of country maps for students.

**Independent Instruction:**
* Social Studies teacher will have students complete Egypt or Japan Fact sheet.
  (Teachers may hand out completed Egypt or Japan fact sheets to at risk students.)
* Using their textbook students will draw a map of Egypt or Japan for their animated movie and scan them.

Day 2- Social Studies- Storyboards

**Activating Activity:**
* Share with the students comic strips or actual story boards (check out book from school library) to explain storyboards.

**Guided Instruction:**
* Social Studies teachers will have checked and/or graded fact sheets for accuracy.
* Social Studies teachers may want to go over common mistakes with the class.
* Social Studies teacher explains storyboard assignment and gives short demonstration.
* Social Studies teacher needs to explain which characters/objects are available for students to use in their stories. (This information is on the fact sheet templates)

**Independent Instruction:**
* Using their textbook, notes, and/or the Egypt/Japan fact sheet students will create a storyboard based on Egypt or Japan for their animated movie.
* Students will finish maps if needed and scan them.

Day 3- Social Studies- Optional
(based if more time is needed for Day 1 and Day2 activities)
* Social Studies teachers will have checked and/or graded storyboards for accuracy.
* Using their textbook, notes, and/or the Egypt/Japan fact sheet students will REVISE their storyboard based on Egypt or Japan for their animated movie.

Day 4- Computer Lab- Learning Alice: Part 1 (Importing map and credits)

**Important Note:** *Have students scan their maps before today’s lesson.

**Activating Strategy:**
* Show students the Civilization world demo so they can see what is possible.
*Tell the students their world will start with a map background, a title and their name.

**Guided Instruction:**
*Students need to decide which of the six templates they want for story (dirt, grass, sand, snow, space, water)*

*Have students drop a dummy and rename it to "original position"

*Have students **import their map**
  - File
  - Make Billboard
  - Browse to map (should be jpg or bmp) and select it
  - Click on "import"
  - Add a light bulb from the light gallery.
    - Click on light bulb,
    - right click and "move to" camera (light should shine on map)

*Have students **add 3D text objects** (type title of movie and their name)
  - rotate text until it is in right position

*Recommend having students **doing parts of their stories in methods** instead of all in the world.my_first_method section.

*Create new method called “creditsGone”.*
This method will have the map and their name disappear once their story starts.
  - Click on the "World" object
  - Go to "methods" tab
  - Click on "create new method"
  - type in "creditsGone" (All one word, no spaces)
  - drag up from bottom purple “do together” because you want both the map and title/name to disappear together
  - click on "map" object
  - go to “properties” tab
  - drag “is showing” to edit box and choose “false”
  - click on "title/name" object
  - go to “properties” tab
  - drag “is showing” to edit box and choose “false”
  - to test go to the events box at the to of the screen,
    - click the orange “world.my first method” area down arrow and change it to “creditsGone”, hit green play button

*Make sure students save to the correct location! Very important!*

**Day 5 - Computer Lab - Learning Alice: Part 2 (Basics)**

**Activating Strategy:**
*Show students the Civilization world demo so they can see what is possible.*
Guided Instruction:
*Explain the *Getting Started with Alice: The Basics* lesson.
*Have students walk through the exercises.

**Learning Objectives:**
- background selection,
- object libraries and adding objects,
- do in order and do together
- method (move, turn, say),
- duration,
- deleting,
- copying
- playing world

Independent Instruction:
*Have students start to go through the two tutorials that come with the Alice software. These tutorials were designed so mistakes are not possible.

Have the students complete the tutorials in the following order:

1. Tutorial Name: *Exit tutorial* (shows space ship)
   camera control, positioning, adding, copying and rotating objects

2. Tutorial Name: *A Quick Tour of Alice* (shows ice skater)
   playing world, methods

   (Important note: tell students not to worry about pages 1 – 14 of the “A Quick Tour of Alice” tutorial. These pages introduce vocabulary and are not critical to their success. Have them focus on the remaining pages.)

*Using their storyboards, students can start on their social studies world when they finish tutorials. Note: They will only have 5 to 10 minutes. They know how to do the following items:
  *Choose location
  *Add objects
  *Positioning objects
  *Begin using methods

Day 6- Computer Lab- Learning Alice: Part 3 (Positioning and Camera)

**Activating Strategy:**
*Ask students to name a popular movie. Talk about camera angles (wide shot, close up, point of view) as shown in movie. Show civilization video again and talk about camera
angles. If your school has access you may show an United Streaming video as an example.

Explain that their movies should be PG rated, there should be no bad words, or inappropriate behavior.

**Guided Instruction: (Camera control)**
*Have students drop dummy camera. Stress importance about having many dummies.
*Have students add animal. Have animal move right 3 meters. Hit play button. Then have students click on camera object and go to properties tab. Have them change vehicle from ground to their animal. Have them hit play button. What do they notice?

**Independent Instruction:**
*Have students practice with different camera methods.
  Explain that they can right click on camera object and it will immediately happen.
  Explain that if they place method in editor, it will happen when code is reached.

**Guided Instruction: (Positioning objects)**
*Explain the Objects in Alice: Positioning and Moving Them lesson.
*Have students walk through the exercises.
*Recommend having students doing parts of their stories in methods instead of all in the world.my_first_method section.

**Learning Objectives:**
- six degrees of freedom and center
- quad view and bounding box
- undo and zoom
- method (turn to face, move toward, orient to)
- do together

**Independent Instruction:**
**Have students start to go through a tutorial that come with the Alice software.
These tutorials were designed so mistakes are not possible.

1. Tutorial Name: *All About Methods* (shows bunny and cell phone)
   methods, make a new method, edit a method, world methods, duration, and object subparts

*Using their storyboards, students can continue on their social studies world when they finish tutorial. Note: They will only have 5 to 10 minutes.

They know how to do the following items:
*drop dummy camera and rename it to “original position”
*control statements (do in order, do together, etc.)
*methods

**Day 7- Computer Lab- Work on Social Studies World**

**Guided Instruction:**
*Answer questions from students about Alice problems.
Independent Instruction:
* Students can work on their social studies world.

Day 8- Computer Lab- Work on Social Studies World (Optional: May not be needed)

Guided Instruction:
* Answer questions from students about Alice problems.

Independent Instruction:
* Students can work on their social studies world.
  * Students can help other students if they finish early.

Day 9- Computer Lab- Presentations
Depending on class readiness, may have students use rubrics to grade other students’ presentations.

Day 10- Computer Lab- Presentations
Depending on class readiness, may have students use rubrics to grade other students’ presentations.

Assessment: (Rubric and Observation)

The rubric gives:

50% of the score based on the Social Studies pre-work
(fact sheet, storyboard, and map).

15% of the score is based on using English correctly in the word bubbles
(spelling, grammar, punctuation, and capitalization).

35% of the score is based on using Technology
(title credits, using map as billboard, animation technique, readability, and creativity)

Social Studies teachers may want to modify the rubric for the project to fit their personal needs. They may decide what weight to give to storyboard accuracy, how many facts should be presented in the animated movie, spelling, grammar, how much weight to give to creativity and any other measures they deem appropriate.

Depending on class readiness, teacher may have students use peer evaluation rubrics to grade other students' presentations. This grade could be given a small weight on the teacher’s rubric for the student. See attached peer evaluation.

Modifications:

Re-Teaching for At Risk Students:
To differentiate instruction, teachers may want to give all or just the at risk students a
list of social studies facts to incorporate into their movies.

At risk students may also work in pairs instead of alone.

At risk students may need to just use word bubbles and minimal action.

At risk students may need assistance with spelling. There is no spell check in the Alice software.

**Enrichment for Gifted Students:**

For gifted students, teachers may want to have a different rubric that requires more than the general purpose rubric described in pre-activities.

If the gifted students finish early they may incorporate music into their animation.

If students add music make sure that copyright rules are followed: only 10% of music clip is allowed and it should be cited at end of presentation.

If the gifted students finishes adding music they may help other students complete the assignment.

**Alternate Assessments:**

If a different rubric will not work, an at risk student could by graded just on storyboard.

**Learning Styles:**

Audio, Visual, and Kinesthetic are all utilized in the instruction.

**Supplemental Information:**

*Learning to Program with Alice* by Dann, Cooper, and Pausch is a great resource.

**Critical Vocabulary:**

**Computer Skills:**

**Storyboard** - a graphic organizer made of pictures and words to display the sequence of a project. Storyboards are used to make animated movies.

**Objects** - 3D models that represent people, places, or things

**Critical Vocabulary (continued)**

**Computer Skills: (continued)**
Methods- a segment of program code

Point of view- how the camera views the picture. It can be from a character’s point of view or from stationary point.

Social Studies:

Based on social studies teacher’s discretion.

Language Arts:

Spelling- Go to a Word document and use spell check if you are not sure.

Grammar- Use proper syntax or proper agreement of a noun and verb.

Punctuation- Sentences end with periods, question marks or an exclamation mark.

Capitalization- The beginning of sentences and proper names start with a large case letter, for example in the name Jane, the letter “J” is capitalized.

Websites:

To download the free Alice software:
http://www.alice.org

Comments:
*Use student helpers to assist the students who do not pick up the animation quickly.

*Check out books out about movie making from school library for students who wish to pursue the topic further.

Author Information:
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