

**Figure 5.11 Digital Storytelling Examples and Supports**

Type of Project and Content Area(s)	Project Description	Possible Supports
Photo and sound montage English language arts (ELA)	Students create a PowerPoint presentation that includes a photo and sound montage to respond to a poem or story. The images and sounds can represent key phrases in the poems or themes of the poem or story.	Consider modeling this activity with a single sentence or phrase. You can give students several images and ask them to select which one they feel best represents the phrase and why. Additional scaffolding could include a graphic organizer for organizing ideas, sentence stems to talk about connections between images or sounds and ideas, and pair work.
Autobiography ELA	Students use images, sounds, and text to share an autobiographical event.	Model this activity with your own example. Additional scaffolding could include a graphic organizer for organizing ideas and sentence stems to talk about connections between images or sounds and ideas.
Visual history Social studies	Students create a visual history of the community to represent how it has changed and its members' relationship with various aspects of the community. Students can interview community members as part of this activity.	Consider introducing this activity by having students look at historical pictures of their communities and talk about what they see. Students can work in groups to tell the story of a particular aspect of their community's history (e.g., a changing downtown, employment in a factory). Additional scaffolding could include a graphic organizer for organizing ideas, sentence stems to talk about connections between images or sounds and ideas, and group work.
Docudrama Social studies or science	Students research a time period from the perspective of a person who lived at that time and write a script from the individual's perspective. Students can be asked to include a certain number of historical facts. Students could also do a similar activity from the perspective of a famous scientist and public response to their theory or discovery.	You could model this activity in a low-tech way by having students learn about and role-play different historical figures.  Additional scaffolding could include a graphic organizer for organizing ideas, sentence stems to talk about connections between images or sounds and ideas, and group work.

Figure 5.II (Continued)

Type of Project and Content Area(s)	Project Description	Possible Supports
Model Science or math	Students create a digital product that includes images and narration to provide a model of a particular concept. For example, students might demonstrate a food chain in a particular habitat or develop a real-life problem to model a particular mathematic concept.	Model each of the steps that students would need to take to develop this. Additional scaffolding could include explicit instruction of content vocabulary, a graphic organizer for organizing ideas, sentence stems to talk about connections between images or sounds and ideas, and group work.

Source: Adapted from Hernandez, 2015, and Tech4Learning, n.d.