

**The World I Live In
Comparative Unit**
Capturing Wisdom With Technology: Unit Three

Objectives: Students are taken through a process that allows them to brainstorm ways in which things in their immediate environment connect to things where they are originally from. This project can have a multidisciplinary focus that ties into science or social studies curriculum as appropriate.

Supporting Resources: The World I Live In Ideas Worksheet, The World I Live In Storyboard Worksheet

Note: This project can be easily adapted for PowerPoint, HyperStudio or Appleworks. Please see the Using Other Multimedia Software section for suggestions on how to adapt this project if iMovie is unavailable.

Grade Levels: 6–12

English Language Development	Social Studies or Science Connections	Themes of Culture and Community	Technology
Oral Skills	Connect to a science unit about the environment.	Students reflect on their current environment and relate it to the environment where they are originally from.	Use features of iMovie software to import, sequence, and work with digital pictures.
Writing Skills	Connect to social studies units about geography and culture.	Students validate elements found in their own cultures and are encouraged to value those found in their current environment.	Use digital cameras.
Vocabulary Development		Students make connections between what was valued in the past and what can be valued in the present.	Perform searches for relevant information on the Internet. Downloading pictures from the Internet to use in the project
Editing and Revising Skills			Use word processing software to type the story (optional).

Community-Building Activity:

- 1) Sit in a circle with students and start a discussion on what elements of their current environment may be similar to those in the places from which they have come. NOTE: If you are connecting this to a science or social studies unit, you can develop questions related to the themes of your curriculum unit.
- 2) Encourage students to talk about environmental factors, cultural factors, people, etc. Give students prompts: How is the physical environment similar and dissimilar? What are people

like in the school here and in the school back home? Are there cultural similarities and differences? Have students fill out The World I Live In Ideas Worksheet.

- 3) Return to the circle. Ask for volunteers to share what they have written.

Developing Their Storyboards

- 1) Have students use the The World I Live In Storyboard Worksheet to organize what they are going to present in their iMovie. They should have at least eight slides—if there is additional time, they can create more.
- 2) The storyboard worksheet prompts them to create the appropriate cards for their presentation.
- 3) Optional: Have students bring in pictures from home. These can be scanned in or photographed with a digital camera. Have them add these pictures to their projects.
- 4) Have students search the Internet to find pictures to go along with the cards on their storyboard. For this portion, it is often useful to do a short lesson on how to search the Web, including having students determine relevant sources of information and sifting through sites that are less credible.
- 5) Teach students to download the pictures they choose from the Web. Create a folder on the computer in which they can save the pictures or provide a disk.
- 6) Have students write out what they will say for each picture on index cards. They should use the storyboards to guide them on what to write on each card. (An alternate strategy is to have students draw boxes similar to the storyboard worksheet on a blank sheet of paper, and fill them out.)
- 7) NOTE: If students need to work in groups due to a limited number of computers, have them develop their storyboards together. This project can be done in pairs or groups if students are given guidance on how to combine their ideas into one project

Introducing the iMovie Activity to the Class

- 8) Demonstrate to the whole group what the students are expected to do. If possible, use one computer and a projector to create a story just as they will be doing.
- 9) Show a project you have made about yourself or another sample project at this point to remind students what their end results will look like.
- 10) Show students how to import pictures into iMovie.
- 11) Show students how to record narration.
- 12) Remind students that each picture or narration should purposefully tell the audience what is meaningful to the author of the movie.

As Students Do Their Project in iMovie

- 13) Have students refer to their storyboards and begin creating their projects.
- 14) Assist students in matching up the timing of the audio and video tracks the first time they do this project.
- 15) Review the project once the students have recorded the narration to their pictures..
- 16) Have students add transitions if desired. (Transitions can affect the matched timing of the audio and video tracks. If there is limited time to complete the project, do not have students do transitions.)

Optional Elements for the Projects

- 1) Take digital pictures of the students and have them import their picture into their project. They can use this picture to make the final credits slide.

- 2) If time permits, have students bring in CDs to add an additional audio track on their project. Students should use instrumental music for the audio track; otherwise, music can drown out their voices.

The World I Live In Ideas Worksheet

(Worksheet questions can be modified to reflect other topics in social studies or science if desired.)

Setting and Environment

My Home in the Past	My Home Today
Where are you from?	Where do you live now?
What are some words describing the place you are from?	What are some words describing where you live now?
What does the environment look like?	What does the environment look like?
Is there a picture or image that symbolizes your previous home?	Is there a picture or image that symbolizes your new home?

What is similar about the environment of your previous home and your home today?

What is different about the environment of your previous home and your home today?

People and Culture

My Home in the Past	My Home Today
Who were the important people in your life?	Who are the important people in your life?
Who are the friends you left behind?	Who are the new friends in your life?
What did you value about your friendships?	What do you value about your friendships?
What is something culturally important?	What is something culturally important?

What is similar about the culture and people of your previous home and your home today?

What is different about the culture and people of your previous home and your home today?

What do you value about your old home and your new home?

The World I Live In Storyboard Worksheet

(Storyboard prompts can be modified to reflect other topics in social studies or science if desired.)

1.

Title of Your Project
Name of Author(s)

2.

Choose a picture of where you are from (download the picture from the Web or use a picture from home).

Write and record a description of this place. Talk about the most important or special features of the place.

3.

Choose a picture of the place where you live now (download the picture or take a picture with a digital camera).

Write and record a description of this place. Talk about the most important or special features of the place.

Tell us how your new home is similar to or different from your old home.

4.

Choose a picture of something that represents the culture of the place you are from.

Write and record something that tells us about the culture.

5.

Choose a picture of something representing the culture of the place you live in now.

Talk about this picture.

Tell us how your new home is similar to or different from your old home culturally.

6.

Choose a picture of some people or a person from the place you came from.

Write and record something about who this is and why they are important.

Page 2: The World I Live In Storyboard Worksheet:

7.

Insert a picture of people or a person in your new home

Who is this? How do you interact with them? What do you like about them?

8.

Make a Conclusion about the world you live in.

What do you value about your old home and your new home? What things have you learned in your new environment?

9.

Insert a picture of yourself

Write and record a few words telling us your name and some final words to finish the project.