

Unit: Teen Social Justice
Lesson Plan 2: Animated Gifs
9th - 12th Grade

I. Standards & Benchmarks:

NACS (HS):

- **Investigate, Plan, Make:** VA:Cr1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- **Investigate:** VA:Cr2.2.1a: Demonstrate awareness of ethical implications of making and distributing creative work.
- **Share:** VA:Pr6.1.1a: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
- **Perceive:** VA:Re7.1.1a: Hypothesize ways in which art influences perception and understanding of human experiences.

II. Outcomes:

Research and identify causes and advocacy groups the student agrees with. Create of animated gif set to draw awareness to the cause.

III. Anticipatory Set/Motivation:

- Possible Videos to show:
- https://youtu.be/0F_PxzLIzQ
- Looking at commonly used gifs in social media
- Looking at grassroots campaigns and national organized campaigns for advocacy/activism/awareness
- Research and brainstorming to establish target subject matter and intent

IV. Model the Process:

Criteria:

- 5-10 animated gifs directly responding to / supporting advocacy topic
- 72 dpi
- 900 x 900 pixel maximum dimensions
- Submitted via Google Drive or Dropbox in folder with student name, class, instructor

Task Analysis:

- How to research effectively
- How to document process
- How to compile and modify footage in Premiere, FinalCut Pro, iMovie, etc.
- How to use Photoshop Timeline and Save for Web e to create Animated Gifs

Prior Knowledge:

Brainstorming, basic drawing, basic computer and video capture knowledge (if needed)

Vocabulary:

Research, documentation, process, trimming, cropping, masking, transitions, timeline, keyframe, video, resolution, advocacy, awareness

Materials:

- Sketch paper and pencils
- Computer with internet capability & web browser
- Computers with Adobe CC, CS6, or 5 (other free app-based gif-maker)

Demonstration:

Section 1:

- Overview design brief
- Show example video
- Explain the brainstorming process for this topic, using worksheet
 - List possibilities
 - List pros/cons, individual importance
 - List specific points for each topic
 - Teacher give feedback
- Group share and research for rest of class

Section 2:

- Demonstrate importing video and stills into Photoshop Timeline
 - Importing frames to layers
 - Trimming
 - Dragging/dropping layers and layer visibility per frame
 - Adding text and effects
 - Frame timing
 - Referring to research points
 - Exporting
- Remainder of class for student work time, checking understanding, assistance
- Final gifs due Section 5
 - Sent via Google Drive, Dropbox, etc. BEFORE CLASS
- Save all work and close out computers when done

Section 3 & 4:

- In-Class work time, check student progress, other project time
 - Review ***time management strategies***
- Final gifs due Section 5
 - Sent via Google Drive, Dropbox, etc. BEFORE CLASS

Section 5:

- Review all gifs,

V. Check for Understanding:

- Do they have a variety of topic options?
- Does their research help them narrow their subject?
- Do they have a healthy list of options to demonstrate in their gifs that relate to their subject?
- Are they able to import their video/stills into Photoshop and manipulate them? Add images, text, effects, etc.

- Can they trim, apply blank frames, manipulate layers, pacing, etc.

VI. Monitor & Adjust:

- Verify their concept is honed in and falls within the realm of advocacy/activism
- Verify their research is relevant to the goal
- Verify ergonomics acceptable for computers
- Provide guided assistance and specific demos if necessary

VII. Accommodations:

- Motor skills – Guided assistance
- Vision difficulties – Enlarge fonts in system dialog
- Hearing impairment – Written instruction, one-on-one communication, ASL assistant
- Blindness – Research with visual assistive computer, dictation option for capturing research
- Color blindness – Pair up color blind students with non-color blind students
- ADHD – Get up, walk around the room quietly and see what other students are doing

VIII. Clean Up:

Clean up procedures indicated in Demonstration process (5 minutes, dry per each class)

IX. Closure & Assessment:

1-5 Scale for each (25/25):

- Section 1: Objective & Outcome

Is the research flushed out? Does it capture the subject matter accurately? Do the gifs reflect the preliminary work done?

1 2 3 4 5

- Section 2: Craftsmanship & Technique – Attention to detail and tool control

Are the gifs rendered properly to meet the requirements (ie, size, length, quality, etc.)?

1 2 3 4 5

Is attention to detail paid for pacing, thoughts communicated?

1 2 3 4 5

- Section 3: Execution & Time Management

Focus and attention to task of assignment; Did the student's participation in discussion, one-on-one instruction, and use of peer-to-peer involvement add to their overall success? Did they demonstrate building on previous assignments?

1 2 3 4 5

Did the student thoughtfully work through all problems that arose? Does the work appear rushed?

1 2 3 4 5

Design Brief : Advocacy, Activism, & Awareness

Name:

Period:

Final Due Date:

Objective:

Create a set of animated gifs that drives awareness to a specific cause or advocacy group of your choosing. Research your options carefully, identify their missions, and how you can highlight their efforts or the reason why these causes and advocacy groups exist.

Requirements:

- 5-10 animated gifs directly responding to / supporting advocacy topic
- 72 dpi
- 900 x 900 pixel maximum dimensions for each gif
- Submitted via Google Drive or Dropbox in folder with student name, class, instructor

Rubric: (25/25 possible)

Is the research flushed out? Does it capture the subject matter accurately? Do the gifs reflect the preliminary work done?

1 2 3 4 5

Are the gifs rendered properly to meet the requirements (ie, size, length, quality, etc.)?

1 2 3 4 5

Is attention to detail paid for pacing, thoughts communicated?

1 2 3 4 5

Did your participation in discussion, one-on-one instruction, and use of your partner, add to your overall success? Were you able to apply previously learned techniques to this project?

1 2 3 4 5

Did you thoughtfully work through all problems that arose? Does the work appear rushed?

1 2 3 4 5

Research : Advocacy, Activism, & Awareness

Name:

Period:

Final Due Date:

Ask yourself:

What are some things you are concerned about in our world that you wish you could change? Does anything affect you/people you care about that you find unjust or needs improvement for humanity? *Example: The Environment.*

List and brainstorm what subject you might cover! (mindmap, pros/cons, why would you consider that topic?)

No less than 15 topics is acceptable. This is your opportunity to narrow it down.

Research Honing : Advocacy, Activism, & Awareness

Prioritize your top 3 research topics. List the causes along with specifics about each one to help further assist viewers to understand the importance of the cause. Use aspects of advocacy group mission statements, concerns of activists/your concerns, etc.

Name:

Period:

Final Due Date:

#1:

#2:

#3: