

Digital Storytelling: As Long as the Sun Shines, the Grass Grows and the Rivers Flow

"We do as Aboriginal First Nations have a special relationship with the Crown, we do indeed have treaty rights and they are here as long as the sun shines, the rivers flow and the grass grows. They will not be terminated, there is no end to that; they are here forever."

Former Grand Chief of the FSIN Perry Bellegard

Since the time of European First Contact, the course of Aboriginal history in Canada has been deeply altered by relations with Europeans and the laws they imposed on Aboriginals - laws like the *Indian Act*. Furthermore, major and minor treaties played a significant and important role in charting the course of European - Aboriginal relations within the country.

The purpose of this assignment is for students to examine the principles of the Indian Act and more specifically, how it shaped Treaties 6, 7, and 8, which were negotiated after 1876 and played significant roles in Alberta BC and Saskatchewan. In doing so, students should be able to make reasoned judgments about the equity of the treaties and make inferences about the reasons for continued conflict since their signing.

Technology/Materials Needed:

Student computer access (Mac or PC) for research and design
PhotoStory 3 for Windows (or Mac equivalent)
LCD projector for presentations

Student Materials: (appendix)

Assignment Overview
Research Guide Template
Storyboard Template
Digital Storytelling Rubric
PhotoStory Student Tutorial Assignment

Time Required: (1 class = 45 minutes)

Assignment Introduction and Overview - 1 class
PhotoStory Introduction and Activity - 1 class
Research and Planning - min. 4 classes
Creation of PhotoStory - min. 4 classes
Presentation and Discussion - 1-2 classes depending on size

Resources for Teaching Digital Narratives

1. Digital Historical Narratives. This site has examples for you to look at for various grades, as well as some links to help you in organizing and connecting your own stories to curriculum!
<http://www.wired-and-inspired.ca/hidden-stories/>
2. "Digital Storytelling is a fantastic way to engage students, teachers and just about anyone else who has ever wanted to be the next Ken Burns or Steven Spielberg." This site will link you the different educational ways to incorporate this process in your classrooms.
<http://www.coe.uh.edu/digital-storytelling/introduction.htm>

PhotoStory is simple to use and commonly installed on all PCs running Windows XP or higher - the majority of the work will be in the research and storyboarding as opposed to learning new technology. There is a tutorial here: <http://millie.furman.edu/mlt/tutorials/photostory3/index.htm>, or you can play around using the help function in the program itself. There is also a PhotoStory student assignment attached in the appendix to this document.

In my own practice, I would give students a class to just play with PhotoStory and familiarize themselves with the functions – similar to PowerPoint, there are different slide transitions and image effects, and they can add music and text captions. Another useful approach is to train three or four students so that they can help you troubleshoot during class. PowerPoint slides can also be saved and exported into PhotoStory.

Key Assumptions and/or Background:

<p>Students understand treaties made with Canada’s First Nations are in place for as long as the sun shines, the grass grows and the rivers flow.</p>	<p>Students understand every treaty signed with the Crown is still in effect today, and are actively re-addressed in modern contexts.</p>	<p>Treaties between the Crown and First Nations are a long misunderstood source of conflict and resentment in Canada.</p>	<p>Students have an understanding of the <i>Indian Act</i> and its role in the attempt at systemic assimilation of native peoples.</p>	<p>Students are familiar with the elements of a short story and can translate this into a digital context.</p>
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NOTE!! It is recommended that you translate the primary source documents that students will be using, such as original treaty documents on the Government of Canada website (see student overview sources), which can be convoluted and difficult to understand in plain terms.

Another suggestion is to create a critical challenge around seeing if students can make sense of the original documents – identify specific terms and concessions – and perhaps come to some conclusions about communication and the use of language as an effective weapon. Part of the present-day issue with the treaties is the confusing nature of the wording and the lack of respect or consideration for oral traditions.

Figure SEQ Figure * ARABIC 1:
 Four leaders of the Blackfoot
 Nation 1884
 Glenbow Archives NA-13-1

Curricular Outcomes: as tied to the new Alberta Program of Studies for grade 9

General Outcome 9.1: Issues for Canadians: Governance and Rights

Specific Outcomes: Values and Attitudes

Students will:

9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)

Knowledge and Understanding

Students will:

9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:

- How does the *Indian Act* recognize the status and identity of Aboriginal peoples? (PADM, I, C)
- How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples? (I, PADM, LPP)

Skills and Processes (this activity meets these outcomes, though it does not necessarily formally assess for all of them)

Students will:

9.S.1 develop skills of critical thinking and creative thinking:

- evaluate, critically, ideas, information and positions from multiple perspectives
- demonstrate the ability to analyze current affairs from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate creative ideas and strategies in individual and group activities

- access diverse viewpoints on particular topics by using appropriate technologies

9.S.2 develop skills of historical thinking:

- analyze selected issues and problems from the past, placing people and events in a context of time and place
- distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations
- use historical and community resources to organize the sequence of historical events
- analyze the historical contexts of key events of a given time period

- create a simulation or a model by using technology that permits the making of inferences

9.S.7 apply the research process:

- reflect on changes of perspective or opinion based on information gathered and research conducted
- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position supported by information gathered during research
- draw conclusions based upon research and evidence
- organize and synthesize researched information
- formulate new questions as research progresses

- practice responsible and ethical use of information and technology
- include and organize references as part of research
- create a plan for an inquiry that includes consideration of time management
- make connections among related, organized data, and assemble various pieces into a unified message
- refine searches to limit sources to a manageable number
- analyze and synthesize information to create a product

9.S.8 demonstrate skills of oral, written and visual literacy:

- communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration

ICT Outcomes (this activity meets these outcomes, though it does not necessarily formally assess for all of them)

C.1 - Students will access, use and communicate information from a variety of technologies.

C.2 - Students will seek alternative viewpoints, using information technologies.

C.3 - Students will critically assess information accessed through the use of a variety of technologies.

C.4 - Students will use organizational processes and tools to manage inquiry.

C.6 - Students will use technology to investigate and/or solve problems.

C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.

F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies.

P.1 - Students will compose, revise and edit text.

P.3 - Students will communicate through multimedia.

Evaluation: based on the student rubric in appendix, assessing for quality of research and content, content management, presentation design and effectiveness.

Appendix

Student Materials

1. Assignment Overview
2. Project Outline Template
3. Storyboard Template
4. Digital Storytelling Rubric
5. PhotoStory Student Tutorial Assignment

Digital Storytelling: As Long as the Sun Shines, the Grass Grows and the Rivers Flow

"We do as Aboriginal First Nations have a special relationship with the Crown, we do indeed have treaty rights and they are here as long as the sun shines, the rivers flow and the grass grows. They will not be terminated, there is no end to that; they are here forever."

Former Grand Chief of the FSIN Perry Bellegard

Since the time of European First Contact, the course of Aboriginal history in Canada has been deeply altered by relations with Europeans and the laws they imposed on Aboriginals - laws like the *Indian Act*. Furthermore, major and minor treaties played a significant and important role in charting the course of European - Aboriginal relations within the country.

Through digital means, using MS PhotoStory walk a mile in their shoes and tell about the treaties that most affected the First Peoples of Alberta through their eyes.



YOUR TASK: There are two components to this assignment: 1.) research an Alberta treaty, 2.) create a PhotoStory slideshow to tell the story of that treaty from a First Nations perspective. No more than three groups will be allowed to research the same treaty so we get a wide cross-section of perspectives and presentations.

RESEARCH: Working on your own, or in a group no larger than three, select one of the three treaties affecting Alberta's first peoples (Treaty 6, Treaty 7, Treaty 8) in the 1800 - 1900s to illustrate. Using the guide and sources provided research the terms of the treaty and the conditions it set out. Your research will complete and present the following critical questions: (check each one off as you answer it)

- What was aboriginal life like in the time before the treaty?
- What First Nations were to be part of the treaty?
- Why did the Canadian Government feel a treaty was necessary?
- What are the main points of the treaty? What did they get? What did they give up?
- Where was the treaty negotiated?
- What were the boundaries set by the treaty?
- Who was there and involved in the negotiations on behalf of the First Nations? Their thoughts? Their contributions?
- Who was there and involved on behalf of the Crown? Their thoughts? Their contributions?
- What was the final impact on the people - what did it cost? What were the effects?
- How did the treaty shape their identity after signing? What changed?

PHOTOS: Create a folder where you can store image files. In addition to gathering information, you need to collect 15-20 images and appropriate quotes directly related to the treaty. The images and

quotes will form the backbone of your digital story. In order to use the images in PhotoStory, they must be saved as an image file format – preferable JPEG or TIFF.

WHERE TO START:

Treaty 6	http://www.ainc-inac.gc.ca/pr/trts/trty6_e.html http://www.treaty6.ca/default.aspx?ID=1-0 http://www.albertasource.ca/treaty6/ http://esask.uregina.ca/entry/treaty_6.html http://www.abheritage.ca/eldersvoices/history/treaties_treaty6.html
Treaty 7	http://www.albertasource.ca/treaty7/ http://www.ainc-inac.gc.ca/pr/trts/trty7_e.html http://www.ucalgary.ca/applied_history/tutor/calgary/treaty7.html http://www.thecanadianencyclopedia.com/index.cfm?PgNm=ArchivedFeatures&Params=A283 http://www.abheritage.ca/eldersvoices/history/treaties_treaty7.html http://www.blackfootcrossing.ca/index.html
Treaty 8	http://www.treaty8.ca/ http://www.ainc-inac.gc.ca/pr/trts/trty8_e.html http://www.albertasource.ca/treaty8/eng/ http://www.abheritage.ca/eldersvoices/history/treaties_treaty8.html
General Resources	http://www.kstrom.net/isk/maps/cantreat.html http://www.otc.ca/ Office of the Treaty Commissioner http://www.canadiana.org/citm/themes/aboriginals_e.html http://www.cbc.ca/news/background/aboriginals/treaties_summary.html
Related	http://ww2.glenbow.org/search/archivesPhotosSearch.aspx searches your selected treaty for photos you can use freely for educational purposes. These photos cannot be published online. http://freeplaymusic.com/ for music in the public domain that you can use copyright-free

**Keep track of all websites you use, including the places you find photos. Use the reference tracking sheet provided to help you do this, or set up a word document where you can paste URLs, the website title and a brief description of what you found there.

PRESENTATION: Use PhotoStory to collate your research and tell the story of your selected treaty: incorporating images, text and effective music to bring the impact of the treaty to life.

** Before you start, complete and submit the tutorial on how to use PhotoStory and how to create text slides.

Your slide show must be between **3 and 5 minutes** in length and include:

- at least 10-15 images directly related to the chosen treaty that help to illustrate what was going on before and after the treaty was signed
- music that matches the mood of your story; instrumental only
- text slides or voice narration that move the story forward
- good pacing (timing) and smooth transitions between slides
- an introduction and conclusion that frame the slideshow and give the impression of a complete presentation
- include bibliography slides (at the end) citing the image and information sources

EVALUATION: according to the Digital Storytelling Rubric discussed in class.

PROJECT OUTLINE:

You can use this one or create your own. Either way, a research outline will be helpful in keeping you organized. It also gives you a timeline to follow when creating your PhotoStory.

Group Members:	
TREATY TOPIC and/or TITLE:	
Introduction: <i>(How will you introduce your story?)</i>	
First Nations Affected <i>(identify the Nations, not the individual tribes within)</i>	
What was aboriginal life like in the time before the treaty? <i>(give brief historical overview; talk about the way things were)</i>	
Why did the Canadian Government feel a treaty was necessary? <i>(think about the government's intentions)</i>	

<p>What are the main points of the treaty? What did they get? What did they give up?</p>	
<p>Where was the treaty negotiated? <i>(find out about places, locations...)</i></p>	
<p>What were the boundaries set by the treaty? <i>(Is there a map? A description?)</i></p>	
<p>Who was there and involved in the negotiations? <i>(key people on both sides – pick a few of the major players)</i></p> <p>Good place for quotes or commentary!</p>	
<p>What was the final impact on the people – what did it cost? What were the effects?</p>	
<p>How did the treaty shape their identity</p>	

<p>after signing? What changed? <i>(show a change from the time before to the time after)</i></p>	
<p>Summary and Conclusion <i>(close it all off – can you find a particularly powerful image or quote to end with?)</i></p>	
<p>References <i>(at least 3 that include every site you took information, quotes, or images from)</i></p>	<p>Record here, or keep a running file on the computer. Keep photo credits separate from information.</p>

STORYBOARD: *modified from original content at www.jasonohler.com/storytelling, used with permission

The idea with storyboards is to block out your video or multimedia project before you go to the expense of creating any of the elements. The storyboard allows all group members to visualize the final project, and also help you save time when you put the elements together because you know what order they need to be in and what text and images need to be grouped together. Extra templates are available from your teacher.

Page:	Date:	Project Name:	Author:
Content: Here you sketch out what will appear, or paste a graphic or photo...whatever works as a visual reminder of what's going on.		Frame Event Description: Describe: - what will appear on the screen (picture or text)	Media List: Here you specify what media you will need and where to find them (also works as a reference list) <ul style="list-style-type: none"> - music, sounds, voice recording - pictures, graphics, diagrams - text, transitions



Narration: Here you script or describe the narrative or write what will appear on text slides.

Content:	Frame Event Description	Media List

Narration:

Page:	Date:	Project Name:	Author:
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Content:	Frame Event Description:	Media List:

Narration:

Content:	Frame Event Description	Media List

Narration:

Digital Storytelling Rubric

	Content	Organization	Presentation	Sources
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<p>Excellent 90-100%</p>	<ul style="list-style-type: none"> • High level of content that supports your story and answers the key questions with depth of thought, critical assessment, examples and detail. • Demonstrates high quality of research and relevant information. • Shows complete originality and inventiveness. Majority of content and many of the ideas are fresh and original. • Subject knowledge is clear and confident - an asset to the final product. 	<ul style="list-style-type: none"> • Sequence of ideas is logical and intuitive and supports the story • Transitions between ideas are smooth and flow naturally. • Story related to the topic with images, audio, transitions, titles. • Evidence of careful and thoughtful planning. 	<ul style="list-style-type: none"> • Very good use of graphic design elements combined with appropriate text helps to communicate the full meaning of the story. • Excellent use of sound and music to reinforce message • Tone is highly appropriate to purpose and audience. • Demonstrates highly effective use of time and resources. • Evidence of thoughtful pacing and timing to highlight or emphasize key points. 	<ul style="list-style-type: none"> • All sources of information, images, and audio are clearly identified within the presentation and in the reference list.
<p>Approaching Excellence 80-90%</p>	<ul style="list-style-type: none"> • A great deal of content that supports your story and effectively deals with the key questions. • Covers topic to solid extent with details and examples. Research is complete. • Subject knowledge is clear and well-grounded in fact and details. • Shows evidence of originality and inventiveness. 	<ul style="list-style-type: none"> • Sequence of ideas is logical and supports the story • Transitions illustrate good understanding of topic breaks. • Story related to the topic with images, audio, transitions, titles. • Evidence of careful planning. 	<ul style="list-style-type: none"> • Design elements and content combine effectively to help tell your story well. • Sound and music is used to convey message, audio is clear. • Makes good use of graphic design elements to enhance the presentation. • Demonstrates effective use of time and resources. 	<ul style="list-style-type: none"> • Most sources of information, images, and audio are clearly identified within the presentation and in the reference list.
<p>Satisfactory 70-80%</p>	<ul style="list-style-type: none"> • Includes essential details about the topic that support the story and deals with key questions. • Subject knowledge appears to be good, but inconsistent or lacking confidence. • Quality of research meets requirements of information. 	<ul style="list-style-type: none"> • Sequence of ideas is mostly logical and supports the story • Transitions generally smooth, information may be slightly disorganized. • Story related to topic with images, audio, transitions, titles. • Evidence of fairly consistent planning 	<ul style="list-style-type: none"> • Design elements and content combine effectively to help tell your story well • Sound and music may be unrelated to message, or audio is of lesser quality. • Demonstrates fairly consistent use of class time and resources. 	<ul style="list-style-type: none"> • Sources of information, images, and audio are clearly identified in the reference list, but appear inconsistently in the presentation.
<p>Adequate 60-70%</p>	<ul style="list-style-type: none"> • Includes essential information about the topic but there may be a few factual errors; quality of research is inconsistent. • Does not consistently deal with key questions, or makes answers to key questions immediately obvious without connection to story. • Subject knowledge lacks confidence and clarity. 	<ul style="list-style-type: none"> • Some logical sequence of information. • Uses visual elements, but requires more facts, pictures or other content that supports the story. • Story related to the topic with images, audio, and transitions. • Story would have benefited from careful planning and organization. 	<ul style="list-style-type: none"> • Makes use of graphic design elements, but occasionally these distract from the presentation content. • Some use of sound, but poor quality, audience has trouble understanding as a result • Demonstrates inconsistent use of class time and resources. 	<ul style="list-style-type: none"> • Sources of information, images, and audio are identified and referenced, though format may be inconsistent or disorganized.
<p>Minimum Effort 50-60%</p>	<ul style="list-style-type: none"> • Content is minimal OR there are several factual errors. Research lacks detail. • Missing two or more of the required elements • Includes very few facts, pictures or other content that supports your story. Does not deal with key questions. • Subject knowledge is unclear. 	<ul style="list-style-type: none"> • Retelling of other's ideas, images. Lack of evidence of creativity / new thought • Sequence of ideas / information lack logic and cohesion • Story related to the topic with images and audio, or is lacking organizational elements. • Does not demonstrate efforts at careful planning. 	<ul style="list-style-type: none"> • Exaggerated emphasis graphic design elements, or very few design elements which weakens the story and presents an unprofessional final product. • Demonstrates poor use of class time and resources. 	<ul style="list-style-type: none"> • Minimal effort to cite references for information, images, and audio. References are inconsistent and disorganized.
<p>Insufficient</p>	<ul style="list-style-type: none"> • Content is negligible or plagiarized. 	<ul style="list-style-type: none"> • No evidence of effort at organization of information. 	<ul style="list-style-type: none"> • Presentation incomplete or not submitted. 	<ul style="list-style-type: none"> • Sources not submitted with final product.

PhotoStory 3 for Windows – Tutorial

* modified from original content at: <http://kilby.sac.on.ca/faculty/cogilvie/BTT/BTT1O4.htm> - used with permission

PhotoStory 3 for Windows tutorial will teach you how to import pictures and PPT slides, and once arranged, you can add a variety of effects, transitions, text, and background music to your slideshow.

Digital slideshow presentations are useful for a variety of purposes, but can be specifically used by students for a number of reasons:

- creating a visual story of “memories”
- slideshows of events or athletic seasons to be shown at awards events
- slideshows for use in academic presentations

In this tutorial, you will learn how to import and organize pictures into a digital slideshow presentation using the software PhotoStory 3 for Windows. Follow the steps as outlined in this tutorial, and submit your finished product to the teacher upon completion.

1.0 – Downloading Pictures and Music, Launching the Program

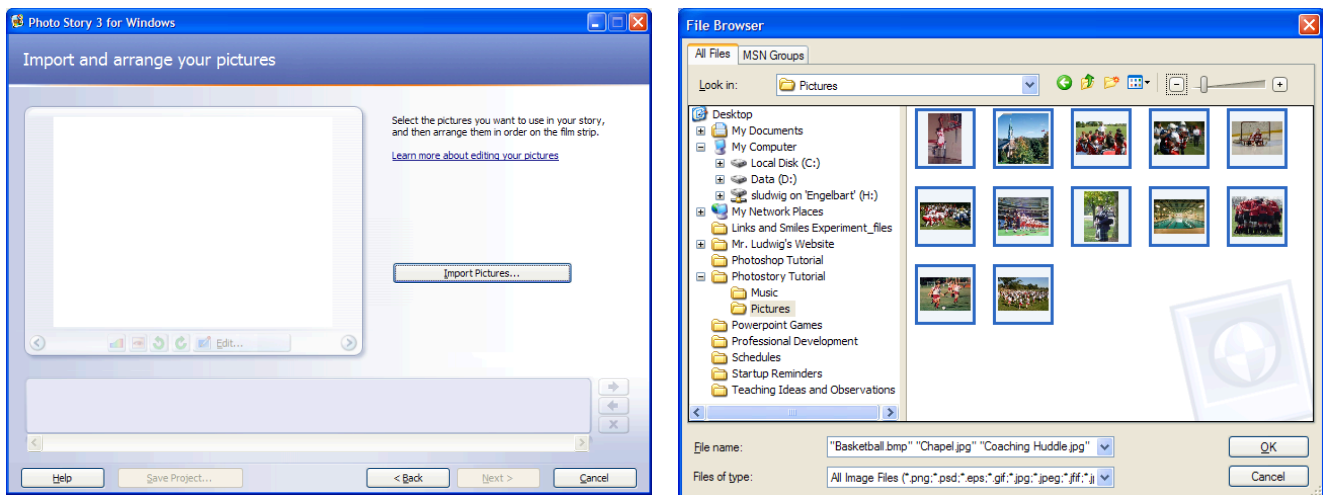
1. Create a new folder on your desktop and name the folder *PhotoStory Tutorial*. Within that folder, create two folders titled Music and Pictures.
2. Access www.flickr.com. Search, select, and save 5 Pictures you can use for the PhotoStory Tutorial into your PhotoStory Tutorial/Pictures folder. To save a photo, move the mouse over the image and right-click. Choose ‘save as’ and create a file name or use the one assigned. Access <http://freeplaymusic.com/>. Download and Save 2 music files into your PhotoStory Tutorial/Music folder.
3. Launch the PhotoStory 3 for Windows program. The program is located under *Start* □ *All Programs* □ *PhotoStory 3 for Windows*.
4. Upon launching PhotoStory 3 Windows, you will see the following screen. Select *Begin a New Story*.



for

2.0 – Importing and Arranging Pictures

1. The *Importing and Arranging Pictures* screen will launch. Click on the *Import Pictures* button, and select all 5 pictures from your Photo Story Tutorial folder.



2. You will now have all of the pictures you imported on the *timeline* at the bottom of your screen.

- *Click and Drag* the pictures to arrange them in the order you would like them to appear in your slideshow.

3. *Save your Project* as PhotoStory Tutorial on your Desktop.

Save Project...

3.0 – Editing Pictures

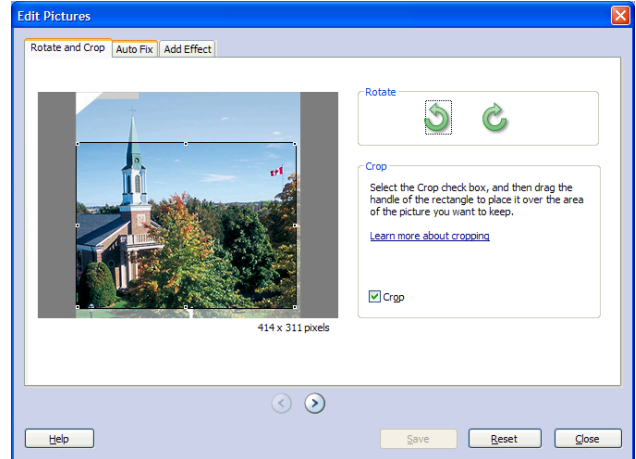
1. Begin editing your pictures by removing the black borders that surround many of the pictures. Click on the button *Remove Black Borders* and select *Yes to All*.

2. Notice that PhotoStory *automatically crops* pictures when removing black borders. If you do not want the program to do this, you must analyze each change and ensure that it is cropping the picture as you would like.

3. Using the *Edit Window* and the *scroll arrow*, you can scroll through each picture in your slide show. When you would like to edit a picture, click on the *Edit Button*.

4. You are given *three tab options* regarding how to edit your pictures:

- Rotate and Crop
- AutoFix
 - Contrast
 - Colour
 - Red Eye
- Add Effect



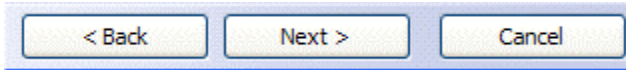
5. *Experiment* with Rotating and Cropping Pictures. Specifically, make sure you perform the following crops:

- Select a photo to crop so that the black borders are eliminated and the picture features only the main subject.
- Select a photo to crop so that it is zoomed in just on one part of the image.

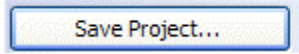
6. *Experiment* with fixing the contrast, colour, and red eye on each picture. As a rule of thumb, it is generally safe to set all three Autofix settings to the “On” position.

7. *Experiment* with Applying Effects to your pictures. Apply at least 3 different effects to pictures in your slide show.

8. Make sure you *Save* your changes to all of the pictures. When you are finished editing your pictures, click on the *Next* button.



9. Save your Project as PhotoStory Tutorial on your Desktop.



4.0 – Adding Titles to your Pictures

1. The next step in PhotoStory allows you to *add titles* to your pictures. You are given the following options:

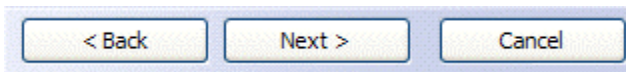
- Font Size, Style, and Colour
- Vertical and Horizontal Alignment

To add a title to a picture, you *simply type the title* into the text box beside the picture.

Scroll through each picture as you did when editing the pictures. Add at least *three different titles* to the slides in your slideshow, using different font styles, colour, and alignment.

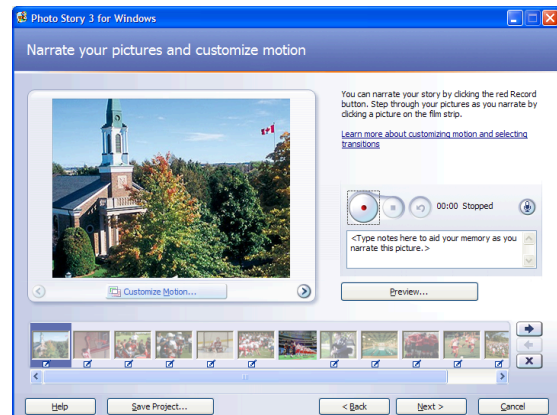


2. Make sure you *Save* your changes to all of the pictures. When you are finished titling your pictures, click on the *Next* button.

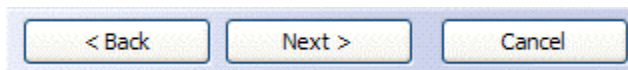


5.0 – Customize Motion

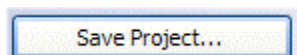
1. The next step in PhotoStory allows you to *adjust the motion, duration, and transitions* of your pictures in the slideshow. Scroll through each picture in your slideshow, and click on the *Customize Motion* button in order to alter the settings for each picture.



2. The Motion and Duration tab allows you to *adjust two settings* for each picture:
 - The *Duration* setting refers to how long each picture will appear in the slideshow.
 - The *Motion* setting adjusts the “zoom” setting of each picture at the beginning and end of each slide. PhotoStory automatically sets the beginning and ending “zoom” of each picture. To alter the settings, experiment with the check boxes and crop settings.
 - Click the *Preview* button to see an example of your motion settings for each picture.
3. *Experiment* with different motion and duration settings for each of your pictures.
4. The *Transitions* tab allows you to set transitions for between each slide in your slideshow.
 - The *Duration* setting determines how long the transition will last.
 - The *Preview* boxes provide a demonstration of your current transition settings for each slide.
5. *Experiment* with adding different transitions and durations to all of your picture slides. Try to use at *least 3 different transitions* in the slideshow.
6. Make sure you *Save* your changes to all of the pictures. When you are finished customizing the motion of your pictures, click on the *Next* button.



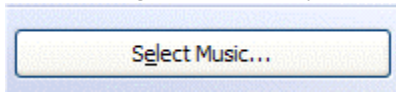
7. *Save your Project* as PhotoStory Tutorial on your Desktop.



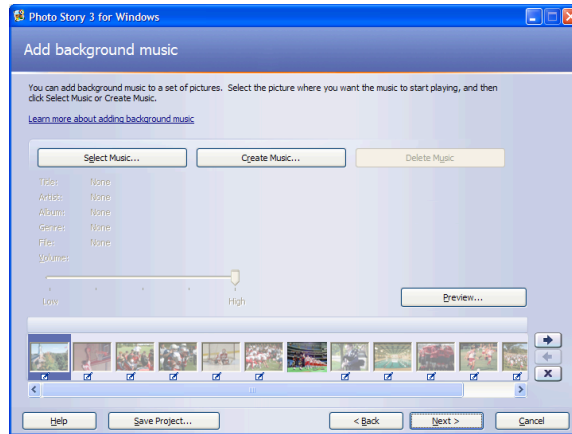
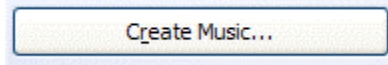
6.0 – Adding Music

1. The next step in PhotoStory allows you to *add background music* for your slides. There are two specific options:

- Adding music from *file*.



- Creating music from *scratch*.



2. To add music to a slide:

- *Highlight the picture* in the timeline at the bottom of the screen by clicking on it.
- Select either *Select Music* or *Create Music*.
- *Locate* the music file or create the music and then select *OK*.

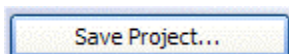
3. Your selected music will be *added to the timeline* above the slides to which it applies.

4. Notes on Adding Music:

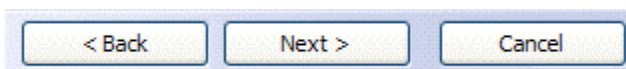
- *Music will continue* in your slide show from its beginning point until the music file is complete or another music file is started in its place.
- *The music will spill over* onto another picture slide. If you do not want this to happen, you must adjust the duration of your picture slides and/or introduce new music on the next slide.

6. *Experiment* by Creating Music and adding at least one version of created music to the slideshow.

7. *Save your Project* as PhotoStory Tutorial on your Desktop.



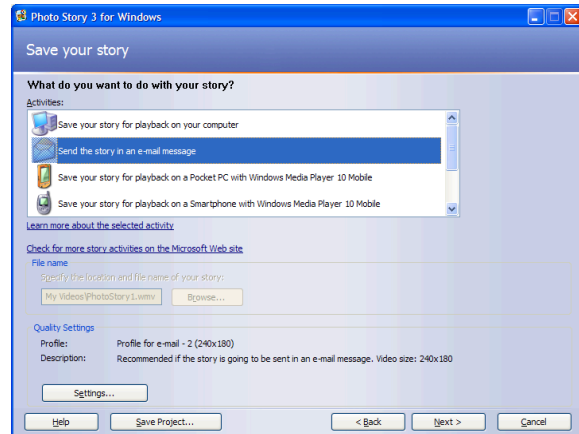
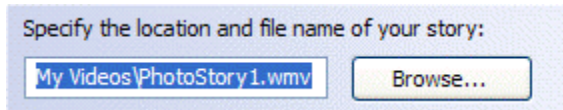
8. When you are finished adding music to your slideshow, click on the *Next* button.



* Note: you can go to freeplaymusic.com for copyright-free music that you can download and use for your slideshow.

7.0 – Saving Your Project

1. The next step in PhotoStory allows you to *save your project for different purposes*. PhotoStory can save your project in a variety of different sizes and qualities.
2. First, *Save Your Story for Playback on Your Computer*. Pick a location and file name of your own choice. *Select Next*.



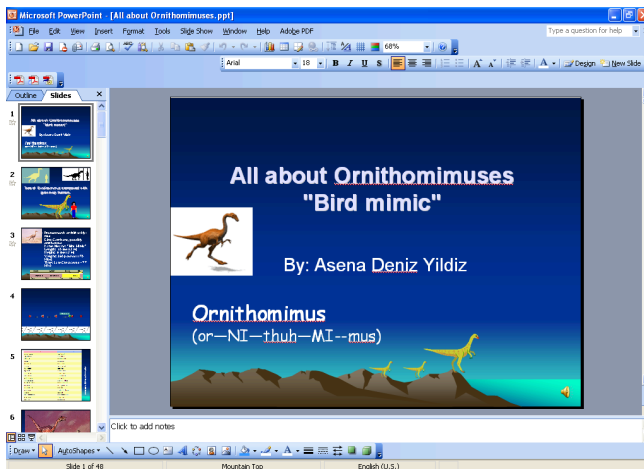
3. Once the story is saved on your computer, select the *Back* button and select *Send Your Story in an Email Message*. *Select Next*. Select *Continue to Email Your Story* and email your file to your teacher. Congratulations, you're done!

8.0 - PowerPoint Loves PhotoStory

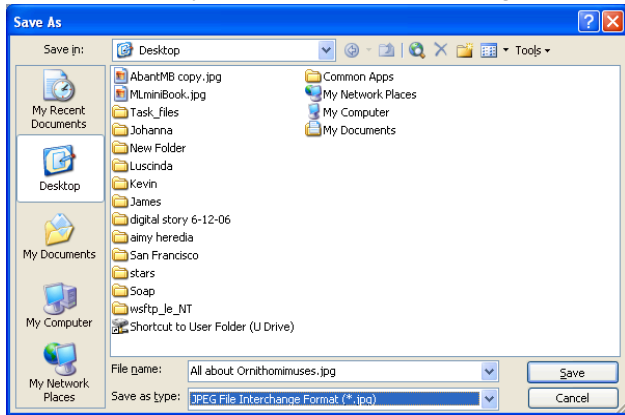
Your project requires text slides – this is how you can create them.

First you need to a storyboard using PowerPoint then use PhotoStory to edit your slides and insert transitions.

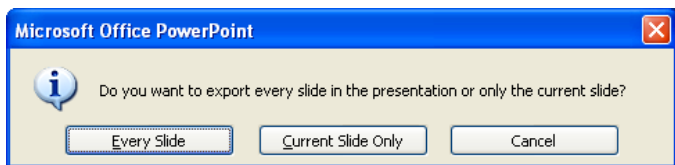
1. Create a PowerPoint presentation



2. Save as file type JPEG File interchange format or TIFF Tag Image File Format



3. Select every slide



4. Now each slide you created has turned into a JPEG or TIFF image. When you open Microsoft PhotoStory 3 software, you'll be able to import and place your slides as you would regular images.