

# How to Use Animaker

## Before Class: Set Up an Account on Animaker.com

1. Animaker is a website where students can create animated videos. Animaker is easy-to-use and doesn't require students to have any background information on animation or video design!
2. Before your students make their animated videos, you will need to set up a teacher account. Go to <https://class.animaker.com> and set up a teacher account.
3. Teacher note: You will need to pay for a premium account to unlock all the graphics. There are some free features with the free account.
4. Teacher note: You can have all students work within one teacher account or you can have students set up their own student accounts.

## Explaining Directions to Students:

1. Explain to students that they will create an animated video based on the scenes they designed for this lesson.
2. Explain to students that they will make as many slides for their video as they planned out. Each slide will have different information and animations.

## Steps to Make Slides:

1. Click the 'blank' template. This blank template will be your first slide.
2. Click on 'Characters' and choose the characters for your video. Drag characters onto the canvas.
3. Click on the character you just added, and under 'Character settings' (right panel) choose different motions. Feel free to explore all the motions!
4. Click 'Text' on the left panel to add text.
5. To add new scenes, click on 'Add Scene' (the + mark) on the right panel. Now you have a second slide.
6. To add effects, click on the characters and change 'No Effect' to other options. You can also adjust the duration of the effects by dragging the orange bar on the bottom. Each element on the canvas has its own independent effect. Click the triangle play button to preview your effects. When you are satisfied with the results, click 'preview' on the top see your full video in motion!

## Rise of Nazi Party



This man is using German paper money to cover his walls in 1923. The man is putting money on the wall because it is worthless. Worthless money has no value and cannot be used. One reason that the money was worthless was because the value of the money had decreased. This was caused by the German government's printing too much of it. Germany owed money to France and England for starting World War I. As a result, Germany's economy was hurting. The German people were unhappy because their economy was struggling. They blamed the government for not being able to fix the country's economic problems. They wanted a change.



This photograph is of the German Nazi leader, Adolph Hitler. During the 1920s and 1930s, Hitler saw how angry and frustrated people were over Germany's economic problems. As a result, he ran for political office. He promised to strengthen the German economy and make Germany a powerful country again. People began supporting Adolph Hitler's new political party, the Nazis. Soon, Hitler became the Chancellor of Germany. This is the most powerful political position in Germany.



This is a photograph of Adolph Hitler walking in front of his personal guard. Many men joined the Nazi party because they felt that the German government was not doing their part in strengthening the German economy after World War I. Hitler took advantage of people's frustration and recruited them to join his party and even his own army.

### Sources:

[https://en.wikipedia.org/wiki/Hyperinflation\\_in\\_the\\_Weimar\\_Republic#/media/File:Bundesarchiv\\_Bild\\_102-00104\\_Inflation\\_Tapezieren\\_mit\\_Geldscheinen.jpg](https://en.wikipedia.org/wiki/Hyperinflation_in_the_Weimar_Republic#/media/File:Bundesarchiv_Bild_102-00104_Inflation_Tapezieren_mit_Geldscheinen.jpg)

<https://www.thoughtco.com/treaty-of-versailles-hitlers-rise-power-1221351>

<https://www.britannica.com/biography/Adolf-Hitler/World-War-II>

## Rise of Nazi Party



This is a photograph that was taken at a Nazi political rally in Nuremberg, Germany in 1933. A political rally is a gathering where people come to support a cause or a group. In this photograph, German soldiers are marching and carrying the flags to support the Nazi party. The Nazi party held rallies that attracted hundreds of thousands of Nazi supporters. At rallies, members of the Nazi party would give speeches. There were also fireworks. For many Germans, the rallies were a big celebration. Hitler organized the rallies because he wanted people to be proud of their country under Nazi rule.



This photograph shows German soldiers' posting a sign on the front of a store. The sign says that people should not shop at that store because it was owned by someone who was Jewish. German soldiers posted these signs because Hitler did not want people to support Jewish businesses. Hitler punished groups that he believed were enemies of the state. One of the groups he hated the most were the Jewish people. Hitler blamed Jews for Germany's loss in World War I and the economic downfall of Germany. Many Germans believed that Jewish businesses cheated Germans and stole their money. Because the German economy was still struggling and Hitler was very popular, German people blamed the Jews for their economic problems.



This photograph was taken the day after the event known as Kristallnacht, or "Night of the Broken Glass." The event occurred on November 9, 1938. That night, Hitler Youth groups and German soldiers broke windows of Jewish synagogues, homes, and shop windows. Over 100 Jews were also killed. Another 30,000 Jews were arrested.

# Rise of Nazi Party



These boys are dressed in uniforms worn by a group called the Hitler Youth. The Hitler Youth was an organization that was part of Nazi party. Only German boys and girls aged 10 to 18 could join. Hitler believed that encouraging children to support the Nazi party would ensure that he and the Nazis would be powerful for generations. By 1936, more than 5 million children and teens belonged to the organization. This also showed how Hitler and the Nazis maintained control over many of the German people.



This is a scene from the 1934 German documentary film called "Triumph of the Will." It shows hundreds of thousands of people who gathered at a rally in Nuremberg. The film was made by a German director, Leni Riefenstahl, whom Hitler personally asked to make the film. "Triumph of the Will" is considered one of the greatest pieces of Nazi propaganda. Riefenstahl used 30 cameras to capture the 4-day activities of the rally. She showed the the Nazi military strength and the tremendous support of the German people for Hitler. The film helped lift people's spirits about their nation and for Hitler.

Sources:

[https://commons.wikimedia.org/wiki/Category:Hitlerjugend#/media/File:Bundesarchiv\\_Bild\\_183-C09184\\_Berlin\\_Abfahrt\\_der\\_HJ\\_Ins\\_Sommerlager\\_Recolored.jpg](https://commons.wikimedia.org/wiki/Category:Hitlerjugend#/media/File:Bundesarchiv_Bild_183-C09184_Berlin_Abfahrt_der_HJ_Ins_Sommerlager_Recolored.jpg)

[https://www.facinghistory.org/sites/default/files/Ch06\\_Image05\\_large.jpg](https://www.facinghistory.org/sites/default/files/Ch06_Image05_large.jpg)

# Creating a Brief for an Animated Video

**Follow the steps below to create your brief. You do not need to write in complete sentences.**

### **Step 1: Choose a video goal**

Every video needs to have a clear purpose or message. This is the main idea you want to get across to your audience. Most videos teach the audience something or try to convince the audience that a specific opinion is best. The goal of your video should teach people about the rise of the Nazi party. An example could be to teach about how Hitler got the support of teenage Germans

- Explain the main goal of your video here:

### **Step 2: Choose an audience**

Your audience refers to the people who will be watching your video. You need to choose your audience first so you can know how to present your material. For example, if your video is for young kids, it needs to be kid-friendly and use words and pictures that they will understand. If your audience is a group of historians, your video needs to be serious and speak professionally.

Example audiences: Kids, adults, historians, students learning in class

- Describe your audience here:

### **Step 3: Choose a tone**

The tone refers to make the audience feel. If your tone is funny, then the audience will laugh and feel happy. If the tone is serious, then the audience will think about what the video says and reflect on it. Your tone should match up with the audience you have chosen. For example, a sad kid's video probably wouldn't be very popular.

Example tones: Funny, serious, informational, sad

- Describe your tone here:

# Lesson: Rise of Nazi Party

## Step 4: Characters

You will choose your main characters and supporting characters. A main character is who the story follows or focuses on. Your main character may be someone who lived during this time period or could be someone who time-traveled to this time period from modern times! Your main character should be the one that all other events from your story happen to.

- Describe your main character here:

A supporting character is someone that interacts with the main character, but is not the focus of the story. A supporting character might be a friend or sibling of the main character. Some supporting characters are friendly with the main character, but others are not. The enemy of the main character is also a supporting character. Your video will need to have at least two supporting characters, but it can have more

- Describe your supporting characters here:

# Lesson: Rise of Nazi Party

## Step 5: Plot

The plot is the main events of the video. The video should have a clear beginning, middle, and end.

Example plots: A stranger comes to town and doesn't know anything that is going on; a woman is elected to a seat in the government; a child finds an item buried in the ground.

Describe your plot here.

- In the beginning of my story:

- In the next part of my story:

- In the next part of my story:

- At the end of my story:

# Lesson: Rise of Nazi Party

## Step 6: Creating Video Scenes

In the panels below, draw out at least 4 scenes from your video. You can use the four plot points from above as your starting point. Each scene should show part of your story, in order. Be sure to write a brief description or script for the scene below.

### Scene 1



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## Scene 2

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## Scene 3

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## Scene 4

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## Rubric

Make sure your project has all of the parts included in the rubric below:

	3	2	1	0
Audience and Tone	Video has a clearly defined target audience and a tone that is appropriate for that audience.	Video has a clearly defined target audience but the tone may not be appropriate or is unclear.	Video suggests tone and target audience, but is a little unclear.	Both the tone of the video and the target audience are unclear.
Characters	Video has one main character that is the focus of the story and at least two supporting characters.	Video has one main character that is the focus of the story and at least one supporting character.	Video multiple characters, but it is unclear which is the main character.	Video has no characters.
Plot	Video has a plot made of a series of events that make sense together and work to progress the story.	Video has a plot that has a general story, but is unclear at times.	Video has a general plot, but it is often unclear.	Video has no real plot and is often unclear and disjointed.
Historical Sources	Video references at least three of the provided sources accurately and uses them to support the story.	Video references at least two of the provided sources accurately and uses them to support the story.	Video references at least one of the provided sources accurately and uses them to support the story.	Video does not reference any provided sources.
Video Goal	Student set a goal for the video that will inform the watcher about at least one political cause of the American Revolution.	Student set a goal for the video that is only partially connected to the political causes of the American Revolution	n/a	Student did not set a goal for the video.
Goal Completion	Video covers all parts of the goal set by the student <u>and</u> completely teaches the watcher about at least one political cause of the American Revolution.	Video covers all parts of the goal set by the student <u>or</u> completely teaches the watcher about at least one political cause of the American Revolution.	Video covers some parts of the goal set by the student and partly teaches the watcher about at least one political cause of the American Revolution.	Video is missing parts of the goal set by the student and does not teach the watcher about at least one political cause of the American Revolution.