

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!

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. An example goal is to teach kids about the history of migrant workers.

- 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: Migrant Workers

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: Migrant Workers

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: Migrant Workers

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



Scene 2

Scene 3

Scene 4

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. |

Migrant Worker Sources

This is a photograph of Mexican migrant farm workers. They are picking watermelons near Yuma, Arizona. A migrant worker is a person who moves to another country or area in order to find work. Most migrant workers are farm workers. They are hired to help plant or harvest crops. When they finish at one farm they will move on to another for more work.



<https://www.chicagotribune.com/la-fi-farmworker-abuse-20170510-story.html>

Many migrant workers come from Mexico. But in recent years, more and more people from Central America are coming to Arizona to work in the farm fields. Workers from Guatemala, El Salvador and Honduras come to the United States through Mexico to look for work. This is because there are not enough jobs where they live.



<https://newfoodeconomy.org/central-american-migrants-us-labor-movement/>



https://www.asu.edu/lib/archives/website/B-CP_MCL_34933_Irrigating_field.jpg

This is a photograph of a group of Mexican workers helping irrigate farm fields in Arizona in 1900. Mexican farm workers have played an important part of Arizona's history. They worked on farm fields and as ranch hands. They have also helped Arizona become an important agricultural producer for the nation. Migrant farm workers continue to help Arizona farmers today. They help grow and harvest crops or raise livestock such as cattle and dairy cows.

Migrant Worker Sources

Migrant farm workers do many different jobs that require a lot of hard work. This photograph shows migrant workers weeding a field on a farm. Other migrant workers take care of trees and plants in greenhouses or help take care of cattle, sheep and horses on ranches. Without migrant farm workers, many of these jobs would not get done.



<https://www.cnbc.com/2018/06/19/immigration-reform-to-ease-farm-labor-crunch-face-new-obstacles.html>

This photograph shows migrant workers sorting and packing watermelons that have just been harvested. Although many farmers use machinery to plant and harvest, watermelon and some other crops need to be harvested by hand to make sure they are not damaged. After the produce is sorted and packed, it will be shipped to a food processing factory or to a market to be sold.



<http://kjzz.org/file/g-farms-03-mkingjpg>

Today, most migrant workers in America come from other countries such as Mexico and Central America. However, during the 1930's America was in an economic depression. This means that there were fewer jobs than normal. Many people were unemployed and had very little money. This caused many businesses and farms to close. Many American farmers who lost their homes and farms moved from place to place in search of farm work. Many came to Arizona to work on the farms. This is a photograph of a migrant family taken in 1939. The family had just finished picking cotton in Tucson and was now moving on in search of more work.



<https://www.roguecolumnist.com/.a/6a00e54fdb30b9883401a511a0301b970c-pi>

Migrant Worker Sources

This is a photograph of citrus fruit at a food processing factory. Food processing factories take harvested fruit and turn it into juice and canned fruit. Many migrant workers work at food processing factories like this one. They work sorting fruit, running machinery, and packing the canned fruit and juice. The citrus products created in these factories are then sent all over the United States to grocery stores and restaurants.



<http://venturacoastal.com/downloads/GreenerFieldsTogether.pdf>

This is a photograph of migrant workers picking lettuce in Arizona. Many migrant workers travel from home to work at one farm where they will help through the harvesting season. Most workers will live at the farm until the harvesting is finished. Then they return back home. While many of these workers do not work far from their homes and families, living on the farm allows them to work more hours each day.



<https://arizonadailyindependent.com/2019/11/03/arizona-farmers-like-but-dont-love-agricultural-immigration-bill/>

This is a photo of a migrant worker getting on a bus that drives him to and from work each morning and night. Many migrant workers travel far distances so that they can work on farms. They do it so that they can have a job that helps provide for their families.



http://fronterasdesk.org/file/540269?_ga=2.11948146.757233679.1572980544-2008436602.1572980544

Migrant Worker Sources

This is a photograph of a female migrant workers working in the fields. Most migrant workers are men, but more and more women are working on farms today. Women work at many of the same kinds of jobs as men and do the same work, but they often earn less money. Many of these women also must take care of their families on top of their farm work.



<https://fierce.wearemitu.com/fierce-boss-ladies/latina-teen-faith-florez-created-app-keep-farmworkers-safe/>

This is a photograph of a mother and her child working in the cotton fields in Arizona. For migrant workers who travel with their families, children might also go to work in the farm fields. Many families try to make sure their children attend school, but this can be hard if the family moves from place to place. Today, Arizona has the eighth-largest population of migrant school children in the United States.



<http://www.latinamericanstudies.org/latinos/cotton-pickers-tucson.jpg>

This is a photograph of Gustavo Gutierrez, who helped improve the working conditions of migrant farm workers in Arizona. Gutierrez was the son of migrant farm workers. He traveled throughout the state talking to other migrant workers to learn about their working conditions. He helped to organize a labor group, the Maricopa County Organizing Project (MCOP) in 1977. The MCOP helped organize projects to help provide legal support and health care for migrant workers in Arizona. They also helped work with other migrant groups in Texas and Florida too.



<https://kjzz.org/content/372734/arizonas-unsung-hero-farm-labor-movement>

Migrant Worker Sources

This photograph shows migrant farm workers harvesting lettuce in the dark. Migrant farm workers work long days. Their workday often starts at 4 AM and may not end until early evening. This is because it is important to harvest crops when they are most fresh. The work can be dangerous too. People can get sick from the pesticides that are sprayed on the crops to keep bugs and disease away. Sometimes people get hurt from the machinery they use. Workers also must work in very hot weather that can make them sick if they do not drink enough water.



<https://civileats.com/2018/09/03/life-as-a-farmworker-in-yumas-lettuce-fields/>