

# 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!

## Email From the Conference Director

Conference Update  Inbox x



**Cameron** [cameron@ancientcivilizationsconference.com](mailto:cameron@ancientcivilizationsconference.com)  
to me ▾

3:29 PM (0 minutes ago) ☆ ↶ ⋮

Dear conference attendees,

We are so excited that you will be attending the 5th annual Ancient Civilizations conference located in Berlin.

Typically, conference attendees are required to present a poster during a symposium on the last day of the conference. The posters discuss research that attendees are currently conducting.

This year, we are going to be giving attendees the option of creating an animated video to show case their research. The animated videos and posters will still be shown during the symposium. We have received a lot of feedback over the years that attendees want to showcase their research using technology.

We hope you will consider making an animated video for this year's conference.

Best,  
Dr. Cameron Tyra



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➡ Forward

# Creating an Animated Video

### Step 1: Come up with a claim

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 claim is, "Civilizations only survive with good farming practices."

Below, write a claim about the ancient Incan empire. You can use the handout or other research you do to come up with your claim.

### Step 2: Using sources

Decide which sources you want to use to help you create your video. The sources you choose should back up your claim. Write at least 3 sources you will use below.

# Creating an Animated Video

### Step 3: Characters

An animated video needs to have characters that act out what the audience needs to learn in the video. Come up with at least two characters that will express your claim. Your characters can be people living in the present or people from the past. Your characters should have a name, a place they are from, and a reason for being in the video. Write about and draw out your 2 characters below.

### Step 6: Creating video scenes

In the panels on the following pages, draw out at least 4 scenes for your video. Your 4 scenes should back up your claim and be inspired from the sources you chose. 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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# Sources



<http://www.historyshories.com/inca-daily-life.html>

This picture shows Incan people planting corn. While planting corn, Incan people used tools to help them pull weeds and break up the soil. They needed to break up the soil because it was hard due to the mountainous terrain. The hard soil made it difficult for people to plant seeds. As a result, the Inca developed tools to help them work the soil. For example, they created a tool that helped break up the soil so seeds could be planted. Another tool was made for weeding around crops.



[https://en.wikipedia.org/wiki/Incan\\_agriculture#/media/File:Pisac\\_Terrassen\\_medium.jpg](https://en.wikipedia.org/wiki/Incan_agriculture#/media/File:Pisac_Terrassen_medium.jpg)

This is a picture of terraced farmland in Peru. Terraced farmland refers to sloped land that is reshaped into flat areas that crops could be planted on. Because there were so many mountains, the Inca needed to find a way to create flat land areas so they could grow their crops. By terracing the land, the Inca made use of the mountains that otherwise would have made growing crops very difficult.



[https://en.wikipedia.org/wiki/Incan\\_aqueducts#/media/File:Incan\\_aqueduct\\_at\\_Tipon\\_Cusco\\_Peru.jpg](https://en.wikipedia.org/wiki/Incan_aqueducts#/media/File:Incan_aqueduct_at_Tipon_Cusco_Peru.jpg)

This is a photograph of an Incan canal. The canal carried water that the Inca needed for farming. Because water was scarce, the Inca needed to find ways to bring water to their crops. As a result, people dug tunnels through the mountains and hills. The channels directed rainwater or melting snow to each terrace. This way, each terrace got the water it needed. As a result, crops were able to grow on each terrace.



<http://www.historyshories.com/inca-daily-life.html>

This picture shows potatoes grown by the Inca. It is estimated that over 200 different kinds of potatoes were grown! The Inca were the first people to grow potatoes. For the Inca that lived in the mountains, corn and potatoes were staples of their daily diet. This was because these foods were easier to grow in the poorer soil of the mountains. Potatoes were dried out and then mashed to make chuñu. This substance could be stored for up to 10 years. Potatoes were also used to treat injuries!

# Sources



<http://www.historyshistoires.com/inca-daily-life.html>

This picture shows Incan people harvesting corn. The Inca cut down corn and bundled it up. The corn was then used for food preparation and eaten or it would be dried for later use. Incan people dried food so they could put the food in storage. The Inca learned that if they dry food, they can store it and eat it at a later date if they needed food. For example, people would need to access stored food if their crops failed and they couldn't grow more food to eat.



<http://www.historyshistoires.com/inca-daily-life.html>

This picture shows how the Inca protected their food from rotting. They freeze dried it! First, people would stomp on the food. This was to remove any water that might be in it. Then, the food was left out at night where it would freeze. Afterwards, the food laid out in the sun to dry. When the food was done drying it was stored until needed.



<https://www.ancient.eu/image/3569/inca-gollqa/>  
<http://www.historyshistoires.com/inca-daily-life.html>



These photographs are of collcas. A collcas is a place where food is stored. Incans built these structures to store extra food that they didn't need for eating or trading. The Incan government required that each community have their own storage buildings for food. That way, people would have food if there was a drought or a disaster.