

“Peeling Away the Layers”

A Unit on Social Boundaries For 9th grade



Katherine Barr
LAE 4360
Dr. Shelbie Witte

Table of Contents

Rationale:	3
Goals and Objectives	7
Goals	7
Objectives (that coincide with Florida's Sunshine State Standards)	7
Unit Outline (Daily Activities)	10
Bibliography/Works Cited	25
Appendix A	26

Rationale:

“Peeling away the layers” is a theme that covers this unit very thoroughly. This unit is all about how there are multiple layers to many different individuals. People have many different sides and facets and we need to see through all of that to their true self. This unit is all about looking through to peoples true self and not just what others perceive them as. We have to be able to look beyond the stereotype and know who a person really is. This unit will be based for 9th grade freshman that have just started the school year. I have chosen two books that will be the main focus of the unit. Both of these books focus on “peeling away the layers” of people and finding out who they truly are.

This unit will be a five-week plan including two books and a short story. Over the next five weeks there will be a mixture of journal writings, free writes, literature circles and a final presentation. The final presentation will be a digital project involving windows moviemaker. They will have to make a movie trailer for either one of the two books, the short story, or an original idea of their own. This will happen over the six weeks and will include in class time to work on their movie trailers.

The first week is dedicated to introducing them to the idea of layers and of people being different. We will start off by reading *Harrison Bergeron* by Kurt Vonnegut. This is an important contrast in the unit because this shows the students a futuristic story of what the world would be like if we tried to make everyone the same. If no one were different how would the world be? How would we as a society overcome this? These are the questions that I want my students to think about.

After this, we will jump into the first book, *Stargirl* by Jerry Spinelli. This book deals with many issues of being different and being a new person in school. The students in the school have to “peel away the layers” to find out who this new girl really is. This will be a good book to

start off with this theme and idea. We will do this book for two weeks with a literature circle each Friday. Each day that they read, they will be doing a journal that will make them think critically about the text. These journals will be done at the beginning of class as bell work that we will go over in class as a discussion. After that we will do a KWL to find out where everyone stands in the text from the previous nights reading. KWLs are important because they “provide a framework that helps readers access their knowledge about a topic” (80, Beers). These KWLs help a student consider the topic before they read, think about what they want to learn from the text at hand and then record what they have learned so far in the book (80, Beers). There will be two reading quizzes on the Mondays that follow a weekend reading. There will also be two literature circles on the two Fridays that are part of the first two weeks. “Literature circles provide an arena for the venting, development and analysis of a novel that is as integral a part of the digestion of a book as the reading itself” (X, Daniels). This is what I hope to accomplish when I do the literature circles in my class. I want them to be able to express themselves in a safe environment where they can vent and be free to express themselves. Literature circles are “part of a reading-writing workshop approach” that actually works (8, Daniels).

The next thing that we will dive into is a book called *Wish You Were Dead* by Todd Strasser. This book dives into a mystery happening in a small community. Students have to “peel away that layers” in order to find out right from wrong and help solve the mystery. We will do the same series of journals, KWLs, literature circles and discussion as we did with *Stargirl*. There will be two more reading quizzes on the Mondays following some weekend reading. There will also be two more literature circles on the next two Fridays that we are going over the book.

Once we have completed that the students will start on their final projects. These will be movie trailers based on any of the two books or the short story that we have gone over. They

have a fourth option to create a story of their own and make a movie trailer based on that. The goal of these literature circles are to help create a visual representation of what they have learned through the literature circles and what they have learned for the books and story themselves. I believe that these will be a more interesting and fun way to show what the students have learned as opposed to a final paper or a similar project. We need to encourage students to think critically about what they are watching (190, Probst). Television is a social form of literature; so making these movie trailers would be a social form of showing what they have learned from their own literature in class (190, Probst). This way the students can show their creativity and allow for the true ideas to flow. They are going to be doing this either individually or with a partner. This will allow them the opportunity to be creative with a partner or if they would rather work alone, they have the option to do that as well.

This unit's essential questions are clearly defined and answered throughout these books. I want them to recognize social boundaries in their lives. I want them to know what these social boundaries in their lives are and what they can do to prevent them. I want them to see these social boundaries in not only the books but also in their own lives. Once they can recognize these boundaries, they can work to be a part of the solution rather than more of the problem. I also want them to see what the effects of being so divided are. This is shown in both of the books I have chosen. Being so divided can have an extreme effect on not only the students but with the community around them. I also want them to see the effects of total equality. This is shown in the short story that I have chosen. What would happen if we tried to make the world completely equal in every way? This story is an interpretation of what would happen if the world tried to do that. The last essential question that I want my students to think about is what common goals do we all share. What can we do as a community to overcome these social boundaries?

I truly believe that this unit is very important to be going over for these students. “Peeling away the layers” covers many different ideas and themes that are important to our lives as we grow up and become adults. We need to learn how to not judge people and to sometimes be the voice of reason even if that means being the only one. This unit will help students to discover more about themselves and where they may stand on certain issues in life. This is not only important for the age group (freshman are usually 14-15 years old) but for their development in life. I hope that this unit will teach them more about themselves than anything else. I want them to know themselves and be true to that. These books that I have chosen are full of these themes and questions. Hopefully these students can share the perspective from the books in their other classes and be able to carry them through for the rest of their lives.

Goals and Objectives

Goals

To have a greater understanding of social boundaries

To understand the effects of social boundaries

To have an understanding how to overcome these social boundaries

To apply the knowledge of the stories to make an exciting and interesting movie trailer

To have a greater understanding of technology in order to put on a presentation for the class

Objectives (that coincide with Florida's Sunshine State Standards)

SWBAT use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading

selection;(LA.910.1.7.1)

SWBAT analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning (LA.910.1.7.2)

SWBAT determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details (LA.910.1.7.3)

SWBAT identify cause-and-effect relationships in text (LA.910.1.7.4)

SWBAT analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text (LA.910.1.7.5)

SWBAT analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections (LA.910.1.7.6)

SWBAT prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia) (LA.910.3.5.1)

SWBAT sharing with others, or submitting for publication (LA.910.3.5.3)

SWBAT use fluent and legible handwriting skills (LA.910.5.1.1)

SWBAT ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles (LA.910.6.3.2)

SWBAT demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation (LA.910.6.3.3)

SWBAT use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology) (LA.910.6.4.1)

Unit Points/ 400 points total (possible 420 points)

Assignment	Points Received	Points Possible
Participation (over entire 6 weeks)		50
Journal #1 (week 1 day 3)		10
Journal # 2 (week 2 day 7)		10
Journal # 3 (week 2 day 8)		10
Journal # 4 (week 2 day 9)		10
Journal # 5 (week 3 day 12)		10
Journal # 6 (week 3 day 13)		10
Journal # 7 (week 3 day 14)		10
Journal # 8 (week 4 day 17)		10
Journal # 9 (week 4 day 18)		10
Journal # 10 (week 4 day 19)		10
Literature Circle assignment (week 1 day 5)		25
Literature Circle assignment (week 2 day 10)		25
Literature Circle assignment (week 3 day 15)		25
Literature Circle assignment (week 4 day 20)		25
Reading Quiz (week 2 day 6)		25
Reading Quiz (week 4 day 16)		25
Final Project (Planning week 5 day 21)		18
Final Project (Directors Plan week 5 day 22)		16
Final Project (Storyboard week 5 day 23)		16
Final Project Presentation and finished product (week 6 day 29 and 30)		50
Extra Credit movie poster		20

Unit Outline (Daily Activities)

Week 1	Day 1	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. To introduce the ideas of social boundaries to the class 2. Get students interested in the ideas behind the unit 3. Have students write ideas to spark interest in the unit 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Free write activity: 3 different prompts to spark interest in ideas about social boundaries (15 min) 3. Discussion of writings and ideas about social boundaries (20 min) 4. Introduction of unit ideas and thoughts about social boundaries. Collect writing prompt sheets (10 min) 	<p>Piece of paper</p> <p>Notebook for class</p> <p>Prompts: #1 How would you feel if the world were completely equal in every way? What would you do if you were forced to be the same as everyone else in the world?</p> <p>#2 What would you do if you met someone who was unlike anyone you have ever seen before? How would you react to that person in school or out in another setting?</p> <p>#3 Imagine that you heard about the popular people in school disappearing. How would you react to this? Would you be sad or happy? Why or why not?</p>

Week 1	Day 2	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Get students into a different perspective about social boundaries 2. Explore futuristic ideas about social boundaries 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Pass out copy of Harrison Bergeron and ask for volunteers to read (5 min) 3. Read through the story out loud (20 min) 4. Discuss ideas about the story and how social boundaries would lead to this kind of a 	<p>Copy of Harrison Bergeron (see Appendix A)</p> <p>Homework: Read <i>Stargirl</i> Chapters 1-4</p>

	situation (20 min)	
--	--------------------	--

Week 1	Day 3	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Challenge students to think about the text through writing 2. Explore the text through a KWL 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Journal prompt for the first 4 chapters of the book (5 min) 3. Discussion of the journal writing (10 min) 4. KWL of what has been covered so far and a discussion about the book and the social boundary ideas so far (25 min) 5. Last minute questions and homework assigned (5 min) 	<p>Writing Journals</p> <p>Notebook for class</p> <p>Prompt: How would react if you met someone like Stargirl? What would you tell your friends about her? What would be your first impression?</p> <p>Homework: Read <i>Stargirl</i> Chapters 5-8</p>

Week 1	Day 4	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Have students understand literature circle roles and assignments 2. Discuss more ideas about social boundaries as it pertains to the text 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. KWL of what has been covered so far and a discussion about the book and the social boundary ideas so far (25 min) 3. Introduction of literature circles. Groups and roles assigned for that week 	<p>Notebook for class</p> <p>Literature circle overview of roles sheet (see Appendix A)</p> <p>Homework: Read <i>Stargirl</i> Chapters 9-12</p>

	(20 min)	
--	----------	--

Week 1	Day 5	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Facilitate discussion of book through literature circle 2. Help students understand importance and relevance of literature circles 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Get into literature circle groups and pass out assignment sheets for the day (10 min) 3. Allow students to have time to discuss their roles and ideas in their literature circles. I will sit in on each one to make sure they are having a good discussion about the material (30 min) 4. Collect literature circle assignment sheets and answer any last minute questions (5 min) 	<p>Literature circle assignment sheets (see Appendix A)</p> <p>Homework: Over the weekend read <i>Stargirl</i> Chapters 13-20</p>

Week 2	Day 6	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. To test student's knowledge of reading material 2. Discuss events that have happened in the book so far 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Give students time to review what they have read over the weekend before the quiz (5 min) 3. Give students the quiz (30 min) 4. Collect the quiz and go over any other questions (10 min) 	<p>Reading quiz (see Appendix A)</p> <p>Homework: Read <i>Stargirl</i> Chapters 21-24</p>

Week 2	Day 7	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Challenge students to think about the text through writing 2. Explore the text through a KWL 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Journal prompt for chapters of the book read so far (5 min) 3. Discussion of the journal writing (10 min) 4. KWL of what has been covered so far and a discussion about the book and the social boundary ideas so far (25 min) 5. Last minute questions and homework assigned (5 min) 	<p>Writing Journals</p> <p>Notebook for class</p> <p>Prompt: Do you, as a reader, like Stargirl? If you were a student at Mica High, would you reach out to her like Dori Dilson, or reject her like Hillari Kimble? Do you think the students of Mica High are too harsh on Stargirl?</p> <p>Homework: Read <i>Stargirl</i> Chapters 25-28</p>

Week 2	Day 8	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Challenge students to think about the text through writing 2. Explore the text through a KWL 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Journal prompt for chapters of the book read so far (5 min) 3. Discussion of the journal writing (10 min) 4. KWL of what has been covered so far and a discussion about the book and the social boundary ideas so far (25 min) 5. Last minute questions and homework 	<p>Writing Journals</p> <p>Notebook for class</p> <p>Prompt: After Stargirl changes back to "Susan," Leo says "she looked magnificently, wonderfully, gloriously ordinary. She looked just like a hundred other girls at Mica High--I had never been so happy and proud in my whole life." How did you feel when you read this part of the novel?</p> <p>Homework: Finish the rest of <i>Stargirl</i></p>

	assigned (5 min)	
--	------------------	--

Week 2	Day 9	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Challenge students to think about the text through writing 2. Explore the text through a KWL 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Journal prompt for chapters of the book read so far (5 min) 3. Discussion of the journal writing (10 min) 4. KWL of what has been covered so far and a discussion about the book and the social boundary ideas so far (25 min) 5. Last minute questions and homework assigned (5 min) 	<p>Writing Journals</p> <p>Notebook for class</p> <p>Prompt: The Ocotillo Ball at the end of the novel represents a turning point. Do you think Stargirl made a deliberate attempt to say good-bye at the ball? What do you make of the students' behavior at the ball, and what does this tell you about the student body of Mica High as a whole?</p> <p>Homework: Gather literature circle ideas and thoughts. Be prepared to discuss it for the next day.</p>

Week 2	Day 10	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Facilitate discussion of book through literature circle 2. Help students understand importance and relevance of literature circles 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Get into literature circle groups and pass out assignment sheets for the day (10 min) 3. Allow students to have time to discuss their roles and ideas in their literature circles. I will sit in on each one to make sure they are having a good discussion about the 	<p>Literature circle assignment sheets (see Appendix A)</p>

	<p>material (30 min)</p> <p>4. Collect literature circle assignment sheets and answer any last minute questions (5 min)</p>	
--	---	--

Week 3	Day 11	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Introduce a new book to the class 2. Further the understanding of the ideas of social boundaries 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Ask the class to pull out a piece of paper to do a free write think activity. Allow the students to write their thoughts (5 min) 3. Discussion of more social boundary ideas with the new prompt. Discussion of what has already been learned so far and what this new book might explore (35 min) 4. Collect the writing from the day. Last minute questions and homework assigned (5 min) 	<p>Notebook for class</p> <p>Piece of paper</p> <p>Prompt: What would happen if your thoughts on paper started to come true? What would happen if these thoughts were harmful or disheartening to other people? What would your reaction be? Why or why not?</p> <p>Homework: Read <i>Wish You Were Dead</i> Chapters 1-2</p>

Week 3	Day 12	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Challenge students to think about the text through writing 2. Explore the text through a KWL 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Journal prompt for chapters of the book read so far (5 min) 3. Discussion of the 	<p>Writing Journals</p> <p>Notebook for class</p> <p>Prompt: What do you think of Lucy so far in the story? Do you feel sorry for what's happened to her? Which side</p>

	<p>journal writing (10 min)</p> <p>4. KWL of what has been covered so far and a discussion about the book and the social boundary ideas so far (25 min)</p> <p>5. Last minute questions and homework assigned (5 min)</p>	<p>of this situation would you take so far?</p> <p>Homework: Read <i>Wish You Were Dead</i> Chapters 3-5</p>
--	---	--

Week 3	Day 13	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<p>1. Challenge students to think about the text through writing</p> <p>2. Explore the text through a KWL</p>	<p>1. Housekeeping: welcome attendance, organizing, answering questions (5 min)</p> <p>2. Journal prompt for chapters of the book read so far (5 min)</p> <p>3. Discussion of the journal writing (10 min)</p> <p>4. KWL of what has been covered so far and a discussion about the book and the social boundary ideas so far (25 min)</p> <p>5. Last minute questions and homework assigned (5 min)</p>	<p>Writing Journals</p> <p>Notebook for class</p> <p>Prompt: How do you feel about the community of Soundview so far? What kind of people do you associate with this community? Are you shaken by the events happening in the neighborhood or are you not surprised?</p> <p>Homework: Read <i>Wish You Were Dead</i> Chapters 6-8</p>

Week 3	Day 14	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<p>1. Challenge students to think about the text through writing</p> <p>2. Explore the text through a KWL</p>	<p>1. Housekeeping: welcome attendance, organizing, answering questions (5 min)</p> <p>2. Journal prompt for chapters of the book</p>	<p>Writing Journals</p> <p>Notebook for class</p> <p>Prompt: What are your thoughts about the</p>

	<p>read so far (5 min)</p> <p>3. Discussion of the journal writing (10 min)</p> <p>4. KWL of what has been covered so far and a discussion about the book and the social boundary ideas so far (25 min)</p> <p>5. Last minute questions and homework assigned (5 min)</p>	<p>investigation so far? Do you think that the police are doing enough? Do you have any suspects in mind? What are the motives behind the kidnapping?</p> <p>Homework: Gather literature circle ideas and thoughts. Be prepared to discuss it for the next day.</p>
--	---	---

Week 3	Day 15	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<p>1. Facilitate discussion of book through literature circle</p> <p>2. Help students understand importance and relevance of literature circles</p>	<p>1. Housekeeping: welcome attendance, organizing, answering questions (5 min)</p> <p>2. Get into literature circle groups and pass out assignment sheets for the day (10 min)</p> <p>3. Allow students to have time to discuss their roles and ideas in their literature circles. I will sit in on each one to make sure they are having a good discussion about the material (30 min)</p> <p>4. Collect literature circle assignment sheets and answer any last minute questions (5 min)</p>	<p>Literature circle assignment sheets (see Appendix A)</p> <p>Homework: Read <i>Wish Your Were Dead</i> Chapters 9-13</p>

Week 4	Day 16	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<p>1. To test student's knowledge of reading</p>	<p>1. Housekeeping: welcome attendance,</p>	<p>Reading quiz (see Appendix A)</p>

<p>material</p> <p>2. Discuss events that have happened in the book so far</p>	<p>organizing, answering questions (5 min)</p> <p>2. Give students time to review what they have read over the weekend before the quiz (5 min)</p> <p>3. Give students the quiz (30 min)</p> <p>4. Collect the quiz and go over any other questions (10 min)</p>	<p>Homework: Read <i>Wish You Were Dead</i> Chapters 14-16</p>
--	--	--

Week 4	Day 17	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<p>1. Challenge students to think about the text through writing</p> <p>2. Introduce Final project to the students</p>	<p>1. Housekeeping: welcome attendance, organizing, answering questions (5 min)</p> <p>2. Journal prompt for chapters of the book read so far (5 min)</p> <p>3. Discussion of the journal writing (10 min)</p> <p>4. Introduction of final project. Pass out project sheet and explain (25 min)</p> <p>5. Last minute questions and homework assigned (5 min)</p>	<p>Writing Journals</p> <p>Final Project handout (see Appendix A)</p> <p>Homework: Read <i>Wish You Were Dead</i> Chapters 17-19</p>

Week 4	Day 18	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<p>1. Challenge students to think about the text through writing</p> <p>2. Explore the text through a KWL</p>	<p>1. Housekeeping: welcome attendance, organizing, answering questions (5 min)</p> <p>2. Journal prompt for chapters of the book read so far (5 min)</p>	<p>Writing Journals</p> <p>Notebook for class</p> <p>Prompt: Imagine the events in the story have happened in school. How would you feel</p>

	<ol style="list-style-type: none"> 3. Discussion of the journal writing (10 min) 4. KWL of what has been covered so far and a discussion about the book and the social boundary ideas so far (25 min) 5. Last minute questions and homework assigned (5 min) 	<p>about discussing it in class? Would this make you uncomfortable? Would you prefer it? Why or why not?</p> <p>Homework: Finish the rest of <i>Wish You Were Dead</i></p>
--	---	--

Week 4	Day 19	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Challenge students to think about the text through writing 2. Explore the text through a KWL 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Journal prompt for chapters of the book read so far (5 min) 3. Discussion of the journal writing (10 min) 4. KWL of what has been covered so far and a discussion about the book and the social boundary ideas so far (25 min) 5. Last minute questions and homework assigned (5 min) 	<p>Writing Journals</p> <p>Notebook for class</p> <p>Prompt: How do you feel about the end of the book? Do you feel that the ending was justified? Are you surprised or relieved? What are your reactions overall to the book?</p> <p>Homework: Gather literature circle ideas and thoughts. Be prepared to discuss it for the next day.</p>

Week 4	Day 20	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Facilitate discussion of book through literature circle 2. Help students understand importance 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Get into literature circle 	<p>Literature circle assignment sheets (see Appendix A)</p>

and relevance of literature circles	<p>groups and pass out assignment sheets for the day (10 min)</p> <p>3. Allow students to have time to discuss their roles and ideas in their literature circles. I will sit in on each one to make sure they are having a good discussion about the material (30 min)</p> <p>4. Collect literature circle assignment sheets and answer any last minute questions (5 min)</p>	
-------------------------------------	---	--

Week 5	Day 21	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Present examples of final project to the class 2. Allow students time to brainstorm and range their ideas in class 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Show examples of movie trailers on the projector and explain how the project will be similar (20 min) 3. Have students brainstorm ideas of what they would like to do for their project (20 min) 4. Answer any last minute questions concerning the beginning of the project (5 min) 	Movie trailer clips

Week 5	Day 22	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Allow students time to plan their projects in 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, 	Directors plan worksheet (see Appendix A)

class 2. Help students with their final project	organizing, answering questions (5 min) 2. Pass out the directors plan worksheet and explain it (10 min) 3. Have students work on the worksheet to plan out what they are going to do in their trailers (35 min)	Homework: Finish the worksheet
--	--	--------------------------------

Week 5	Day 23	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
1. Allow students time to plan their projects in class 2. Help students with their final project	1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Pass out the storyboard worksheets and explain it (10 min) 3. Have students work on the storyboard to complete their trailers (35 min)	Storyboard worksheet (see Appendix A) Homework: Finish the worksheet

Week 5	Day 24	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
1. Instruct students on the tools needed to complete the project 2. Ensure students understand how to use the computer and program efficiently	1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Run through a tutorial to allow students time to learn and be fluent with the program so that they can use it for their project (40 min) 3. Answer any last minute questions with the program (5 min)	Computer Lab

Week 5	Day 25	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Instruct students on the tools needed to complete the project 2. Ensure students understand how to use the computer and program efficiently 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Run through a tutorial to allow students time to learn and be fluent with the program so that they can use it for their project (40 min) 3. Answer any last minute questions with the program (5 min) 	Computer Lab

Week 6	Day 26	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Allow students to have time to complete their project in class 2. Help students to complete their projects efficiently 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Have students pull out their project sheets and begin working on their movie trailers (40 min) 3. Answer any last minute questions about project so far (5 min) 	Computer Lab Homework: Work on projects

Week 6	Day 27	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Allow students to have time to complete their project in class 2. Help students to complete their projects efficiently 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Have students pull out their project sheets and continue working on their movie trailers (40 min) 	Computer Lab Homework: Work on projects

	3. Answer any last minute questions about project so far (5 min)	
--	--	--

Week 6	Day 28	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Allow students to have time to complete their project in class 2. Help students to complete their projects efficiently 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Have students pull out their project sheets and finish working on their movie trailers (35 min) 3. Have students finalize their projects and have them ready to present (5 min) 4. Answer any last minute questions about project so far (5 min) 	<p>Computer Lab</p> <p>Homework: Projects are due tomorrow</p>

Week 6	Day 29	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Evaluate the students projects by watching them in class 2. Have students practice constructive criticism by watching the movie trailers respectively 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 2. Allow students to present their movie trailers in class (45 min) 	<p>Popcorn and candy</p>

Week 6	Day 30	50 min periods
Teacher Objectives	Activity and Time	Materials Needed (worksheets, media, etc.)
<ol style="list-style-type: none"> 1. Evaluate the students projects by watching them in class 2. Have students practice 	<ol style="list-style-type: none"> 1. Housekeeping: welcome attendance, organizing, answering questions (5 min) 	<p>Popcorn and candy</p>

constructive criticism by watching the movie trailers respectively	2. Allow students to present their movie trailers in class (45 min)	
--	--	--

Bibliography/Works Cited

Beers, K. (2003). When Kids can't read. Portsmouth, NH: Heinemann.

Burke, J. (2009). English Companion. Retrieved from
<http://www.englishcompanion.com/classroom/notemaking.htm>

Daniels, H. (2002). Literature Circles: Voice and Choice in Book Clubs & Reading Groups. Markham, ON: Stenhouse/Pembroke

Probst, R. E. (2004). Response & analysis. Portsmouth, NH: Boynton/Cook.

Spinelli, J. (2000) Stargirl. New York, NY: Random House

Stasser, T. (2009) Wish You Were Dead. New York, NY: Egmont

Witte, S. (2009) At the movies: Extending literacy learning with movie trailers. Classroom Notes Plus, 26 (4). National Council of Teachers of English.

Rubric for Final Project

<http://rubistar.4teachers.org/index.php?screen=CustomizeTemplatePrint&>

Cover Picture

http://www.personal.psu.edu/rlr5130/blogs/rachel_ranney/shrek%20onion.jpg

Sunshine State Standards

<http://etc.usf.edu/flstandards/la/index.html>

Appendix A

“Harrison Bergeron”

by Kurt Vonnegut (1961)

THE YEAR WAS 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution, and to the unceasing vigilance of agents of the United States Handicapper General.

Some things about living still weren't quite right, though. April, for instance, still drove people crazy by not being springtime. And it was in that clammy month that the H-G men took George and Hazel Bergeron's fourteen-year-old son, Harrison, away.

It was tragic, all right, but George and Hazel couldn't think about it very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a government transmitter. Every twenty seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

On the television screen were ballerinas.

A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

“That was a real pretty dance, that dance they just did,” said Hazel.

“Huh?” said George.

“That dance – it was nice,” said Hazel.

“Yup,” said George. He tried to think a little about the ballerinas. They weren't really very good – no better than anybody else would have been, anyway. They were burdened with sashweights and bags of birdshot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.

George winced. So did two out of the eight ballerinas.

Hazel saw him wince. Having no mental handicap herself she had to ask George what the latest sound had been.

“Sounded like somebody hitting a milk bottle with a ball peen hammer,” said George.

“I’d think it would be real interesting, hearing all the different sounds,” said Hazel, a little envious. “All the things they think up.”

“Um,” said George.

“Only, if I was Handicapper General, you know what I would do?” said Hazel. Hazel, as a matter of fact, bore a strong resemblance to the Handicapper General, a woman named Diana Moon Glampers. “If I was Diana Moon Glampers,” said Hazel, “I’d have chimes on Sunday – just chimes. Kind of in honor of religion.”

“I could think, if it was just chimes,” said George.

“Well – maybe make ‘em real loud,” said Hazel. “I think I’d make a good Handicapper General.”

“Good as anybody else,” said George.

“Who knows better’n I do what normal is?” said Hazel.

“Right,” said George. He began to think glimmeringly about his abnormal son who was now in jail, about Harrison, but a twenty-one-gun salute in his head stopped that.

“Boy!” said Hazel, “that was a doozy, wasn’t it?”

It was such a doozy that George was white and trembling and tears stood on the rims of his red eyes. Two of the eight ballerinas had collapsed to the studio floor, were holding their temples.

“All of a sudden you look so tired,” said Hazel. “Why don’t you stretch out on the sofa, so’s you can rest your handicap bag on the pillows, honeybunch.” She was referring to the forty-seven pounds of birdshot in canvas bag, which was padlocked around George’s neck. “Go on and rest the bag for a little while,” she said. “I don’t care if you’re not equal to me for a while.”

George weighed the bag with his hands. “I don’t mind it,” he said. “I don’t notice it any more. It’s just a part of me.

“You been so tired lately – kind of wore out,” said Hazel. “If there was just some way we could make a little hole in the bottom of the bag, and just take out a few of them lead balls. Just a few.”

“Two years in prison and two thousand dollars fine for every ball I took out,” said George. “I don’t call that a bargain.”

“If you could just take a few out when you came home from work,” said Hazel. “I mean – you don’t compete with anybody around here. You just set around.”

“If I tried to get away with it,” said George, “then other people’d get away with it and pretty soon we’d be right back to the dark ages again, with everybody competing against everybody else. You wouldn’t like that, would you?”

“I’d hate it,” said Hazel.

“There you are,” said George. “The minute people start cheating on laws, what do you think happens to society?”

If Hazel hadn’t been able to come up with an answer to this question, George couldn’t have supplied one. A siren was going off in his head.

“Reckon it’d fall all apart,” said Hazel.

“What would?” said George blankly.

“Society,” said Hazel uncertainly. “Wasn’t that what you just said?”

“Who knows?” said George.

The television program was suddenly interrupted for a news bulletin. It wasn’t clear at first as to what the bulletin was about, since the announcer, like all announcers, had a serious speech impediment. For about half a minute, and in a state of high excitement, the announcer tried to say, “Ladies and gentlemen – ”

He finally gave up, handed the bulletin to a ballerina to read.

“That’s all right –” Hazel said of the announcer, “he tried. That’s the big thing. He tried to do the best he could with what God gave him. He should get a nice raise for trying so hard.”

“Ladies and gentlemen” said the ballerina, reading the bulletin. She must have been extraordinarily beautiful, because the mask she wore was hideous. And it was easy to see that she was the strongest and most graceful of all the dancers, for her handicap bags were as big as those worn by two-hundred-pound men.

And she had to apologize at once for her voice, which was a very unfair voice for a woman to use. Her voice was a warm, luminous, timeless melody. “Excuse me – ” she said, and she began again, making her voice absolutely uncompetitive.

“Harrison Bergeron, age fourteen,” she said in a grackle squawk, “has just escaped from jail, where he was held on suspicion of plotting to overthrow the government. He is a genius and an athlete, is under-handicapped, and should be regarded as extremely dangerous.”

A police photograph of Harrison Bergeron was flashed on the screen – upside down, then sideways, upside down again, then right side up. The picture showed the full length of Harrison against a background calibrated in feet and inches. He was exactly seven feet tall.

The rest of Harrison’s appearance was Halloween and hardware. Nobody had ever worn heavier handicaps. He had outgrown hindrances faster than the H–G men could think them up. Instead of a little ear radio for a mental handicap, he wore a tremendous pair of earphones, and spectacles with thick wavy lenses. The spectacles were intended to make him not only half blind, but to give him whanging headaches besides.

Scrap metal was hung all over him. Ordinarily, there was a certain symmetry, a military neatness to the handicaps issued to strong people, but Harrison looked like a walking junkyard. In the race of life, Harrison carried three hundred pounds.

And to offset his good looks, the H–G men required that he wear at all times a red rubber ball for a nose, keep his eyebrows shaved off, and cover his even white teeth with black caps at snaggle-tooth random.

“If you see this boy,” said the ballerina, “do not – I repeat, do not – try to reason with him.”

There was the shriek of a door being torn from its hinges.

Screams and barking cries of consternation came from the television set. The photograph of Harrison Bergeron on the screen jumped again and again, as though dancing to the tune of an earthquake.

George Bergeron correctly identified the earthquake, and well he might have – for many was the time his own home had danced to the same crashing tune. “My God –” said George, “that must be Harrison!”

The realization was blasted from his mind instantly by the sound of an automobile collision in his head.

When George could open his eyes again, the photograph of Harrison was gone. A living, breathing Harrison filled the screen.

Clanking, clownish, and huge, Harrison stood in the center of the studio. The knob of the uprooted studio door was still in his hand. Ballerinas, technicians, musicians, and announcers cowered on their knees before him, expecting to die.

“I am the Emperor!” cried Harrison. “Do you hear? I am the Emperor! Everybody must do what I say at once!” He stamped his foot and the studio shook.

“Even as I stand here –” he bellowed, “crippled, hobbled, sickened – I am a greater ruler than any man who ever lived! Now watch me become what I can become!”

Harrison tore the straps of his handicap harness like wet tissue paper, tore straps guaranteed to support five thousand pounds.

Harrison's scrap-iron handicaps crashed to the floor.

Harrison thrust his thumbs under the bar of the padlock that secured his head harness. The bar snapped like celery. Harrison smashed his headphones and spectacles against the wall.

He flung away his rubber-ball nose, revealed a man that would have awed Thor, the god of thunder.

"I shall now select my Empress!" he said, looking down on the cowering people. "Let the first woman who dares rise to her feet claim her mate and her throne!"

A moment passed, and then a ballerina arose, swaying like a willow.

Harrison plucked the mental handicap from her ear, snapped off her physical handicaps with marvelous delicacy. Last of all, he removed her mask.

She was blindingly beautiful.

"Now" said Harrison, taking her hand, "shall we show the people the meaning of the word dance? Music!" he commanded.

The musicians scrambled back into their chairs, and Harrison stripped them of their handicaps, too. "Play your best," he told them, "and I'll make you barons and dukes and earls."

The music began. It was normal at first – cheap, silly, false. But Harrison snatched two musicians from their chairs, waved them like batons as he sang the music as he wanted it played. He slammed them back into their chairs.

The music began again and was much improved.

Harrison and his Empress merely listened to the music for a while – listened gravely, as though synchronizing their heartbeats with it.

They shifted their weights to their toes.

Harrison placed his big hands on the girl's tiny waist, letting her sense the weightlessness that would soon be hers.

And then, in an explosion of joy and grace, into the air they sprang!

Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.

They reeled, whirled, swiveled, flounced, capered, gamboled, and spun.

They leaped like deer on the moon.

The studio ceiling was thirty feet high, but each leap brought the dancers nearer to it. It became their obvious intention to kiss the ceiling.

They kissed it.

And then, neutralizing gravity with love and pure will, they remained suspended in air inches below the ceiling, and they kissed each other for a long, long time.

It was then that Diana Moon Glampers, the Handicapper General, came into the studio with a double-barreled ten-gauge shotgun. She fired twice, and the Emperor and the Empress were dead before they hit the floor.

Diana Moon Glampers loaded the gun again. She aimed it at the musicians and told them they had ten seconds to get their handicaps back on.

It was then that the Bergerons' television tube burned out.

Hazel turned to comment about the blackout to George.

But George had gone out into the kitchen for a can of beer.

George came back in with the beer, paused while a handicap signal shook him up. And then he sat down again. "You been crying?" he said to Hazel.

"Yup," she said,

"What about?" he said.

"I forget," she said. "Something real sad on television."

"What was it?" he said.

"It's all kind of mixed up in my mind," said Hazel.

"Forget sad things," said George.

"I always do," said Hazel.

"That's my girl," said George. He winced. There was the sound of a riveting gun in his head.

"Gee – I could tell that one was a doozy," said Hazel.

“You can say that again,” said George.

“Gee –” said Hazel, “I could tell that one was a doozy.”

Retrieved from

https://campus.fsu.edu/webapps/portal/frameset.jsp?tab_id= 2_1&url=%2fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d_99881_1%26url%3d

Literature Circles with Film Roles

Source: readwritethink.org

(*)Casting Director-The job of the Casting Director is to look for actors to play roles. In order to do that, the casting director must understand characterization. As a casting director, your job is to document the characters in the texts, as well as the character traits they possess.

As you read, list the major characters in your assigned sections.

Describe how each character looks (physical description).

Tell how a character acts and what s/he does.

Explain how other characters in the story react to this character.

(#) Critic-After a movie comes out, there are many critics who review the movie. In these Literature Circles, your job is to write a brief summary of the section you have read. The goal is to be able to share a 1 to 2 minute blurb that retells the main highlights.

(?)Dialogue Director-Your job is to be on the lookout for a few especially important words or phrases in your reading, including dialogue and descriptions.

Choose passages that catch your eye. Also, record words or phrases that are unfamiliar or don't seem to make sense in the story.

Be sure to mark the page number that you find the words on.

After you have recorded the words and phrases, look up the definitions and write them down.

Write an explanation of how the words or phrases are used in the Story.

When your group meets, show them the section of the story where the words are, and share the definition with them.

(#)Director-In a film, the Director is responsible for the overall look and feel of the movie. Your job is to develop a list of questions that your group wants to discuss about this part of the story. You should act as a facilitator while the group discusses the main idea of the story.

e.g. Why do you think the author had ____ happen in the story?

How is ___ alike/different from ____?

If you had been_____, how would you have _____?

Did anything in this section of the story surprise you?

(?)Manager-In a film, the manager keeps track of the details- budget, scheduling, people. Your job is to check for completion of assignments, evaluate participation, and to help monitor discussion for equal participation.

READ ASSIGNMENT: + = appears to have read - = little if any proof

PARTICIPATION: + = given for other contributions and cooperative behaviors

- = given for interrupting, distracting, goofing off

(*)Production Designer-In the movies, the production designer creates the look and feel of both the setting and costumes. In this role, you will be finding pictures that illustrate what you feel the setting looks like. In addition, you will be designing costumes for an actor to wear while playing a character from the reading. (Use magazine cutouts, drawings, etc.)

Write a paragraph showing the connection between the picture and the text .

Choose one of the characters in the book. Which actor could play that character in a movie-version.

Describe the costume you would design for this character. How is the costume appropriate for this character?

Write a paragraph or two describing not only the character, but also the actor selected and the type of costume.

(^)Soundtrack Designer-Music adds a great deal to the ways we perceive something and the emotions involved. As you read this section, think about the kinds of music and songs that would fit into the story.

Is there a specific genre of music that makes the most sense with the story? Could several genres be integrated?

List some songs that might fit in with the story.

Choose one specific scene in the story where music is a MUST.

Write the page number and a summary of what is occurring.

What song would you choose to have play during this section and why would it be an appropriate song.

(@)Storyboard Artist-Your job is to draw the meaning of this part of the story or create a summary using pictures. You can use sketch, cartoon, diagram, flow chart, or stick figure scene. Any kind of drawing/graphic is fine, and you are welcome to use words as labels. You can use these sites to create a comic or doodle, if you choose:

<http://www.readwritethink.org/materials/comic/index.html>

<http://www.readwritethink.org/materials/doodle/index.html>

(!)Analyst-Your job is to find both symbols and themes in this section of the story.

1. Look for objects, times/places, characters/names, colors, phrases/dialogue, and actions that could mean more than they first appear.
2. List symbols from the section you read and tell what you think they could mean.
3. Look for examples of the themes in the section you have read. These can be some of the symbols you located, setting/place, dialogue, and actions.
4. For the symbols and themes highlighted, also find the connection/ relevance to the rest of the story.

Symbol/Theme	Page Number	Connection/Relevance

--	--	--

Reading Quiz For Stargirl

Name:

Date:

Period:

Part I

Match the character with the correct description

- | | |
|-----------------|--|
| ___ A. Cinnamon | 1. Video tech of Hot Seat |
| ___ B. Stargirl | 2. Pet rat |
| ___ C. Leo | 3. Leader of the Loyal Order of the Stone Bone |
| ___ D. Kevin | 4. Host of Hot Seat |
| ___ E. Archie | 5. Most unusual girl |
| ___ F. Barney | 6. Most popular girl |
| ___ G. Hillari | 7. Ancient rodent |

Part II

Short answer

Answer in complete sentences and be specific.

1. What was the reaction to Stargirl on Hot Seat?

2. What happened at the basketball game for Mica High?

3. Where is Stargirl and Leo's enchanted place?

4. How does the school react to Stargirl and Leo's relationship?

5. What is the name of Stargirl's only fan?

6. Describe Senor Saguaro.

7. Describe the mystery of the porcupine necktie.

8. What does the message board on campus look like?

Bonus question (worth 5 points)

Name one of Stargirl's other names

Reading Quiz For Wish You Were Dead

Name:

Date:

Period:

Part I

Match the character with the correct description

- | | |
|-----------------|---|
| ___ A. Lucy | 1. Mysterious new guy in town |
| ___ B. Madison | 2. Kidnapped |
| ___ C. Tyler | 3. Secret messenger of Madison |
| ___ D. Adam | 4. Girl who works for safe rides |
| ___ E. PBleeker | 5. Lucy's boyfriend |
| ___ F. Str-S-d | 6. The helpful friend trying to solve the mystery |
| ___ G. Sharon | 7. Mystery blogger |

Part II

Short answer

Answer in complete sentences and be specific.

1. What has happened to Lucy? How is she doing?
2. What was left at the gate for Madison? What did it say?
3. What was the discussion about in Mr. Osmond's class?
4. How do you feel about the blog that is continuing? Do you think the person is responsible for the kidnapping?

5. What happens the night Madison is on dispatch for Safe Rides?

6. Who is the prime suspect?

7. Describe what happened at the barn.

8. What is halothane?

Bonus question (worth 5 points)

What happened to the audi the night at the stables?

Movie Trailer final project

In this project you will be designing and creating a movie trailer. This can be based on either the short story Harrison Bergeron, Stargirl, or Wish You Were Dead. You will have the option to make up your own story and create a movie trailer for it. You can do this individually or with a partner. You will have time to plan in class and must complete all parts of the assignment to receive full credit. We will be planning and working on the project in class. You will have class time as well as individual time to work on this project.

If you choose to create your own story, you must submit it to me by Monday the 26th before we start the planning process.

If you are working with a partner, you must submit the names to me by Monday the 26th.

You must complete and turn in all of the worksheets to receive full credit for the project. If you do not turn this in with your copy of the trailer, you will not receive the full credit.

There will be an optional extra credit assignment. To receive 20 points of extra credit you must create a movie poster for your trailer. It must be creative and artistic. Dependent upon the effort will be the determining factor for the grade.

Category	4	3	2	1	Score
Teamwork	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meetings are not held AND/OR some team members do not contribute a fair share of the work.	
Concept	Team or individual has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team or individual has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team or individual has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team or individual has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.	
Storyboard	Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc.	Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects,	Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles,	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning	

	Storyboard reflects outstanding planning and organization for the visuals in the video.	sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.	transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.	of the visuals.	
Sound Setup	Music was appropriate and timed correctly.	Music was appropriate.	Music was inappropriate.	No music was used.	