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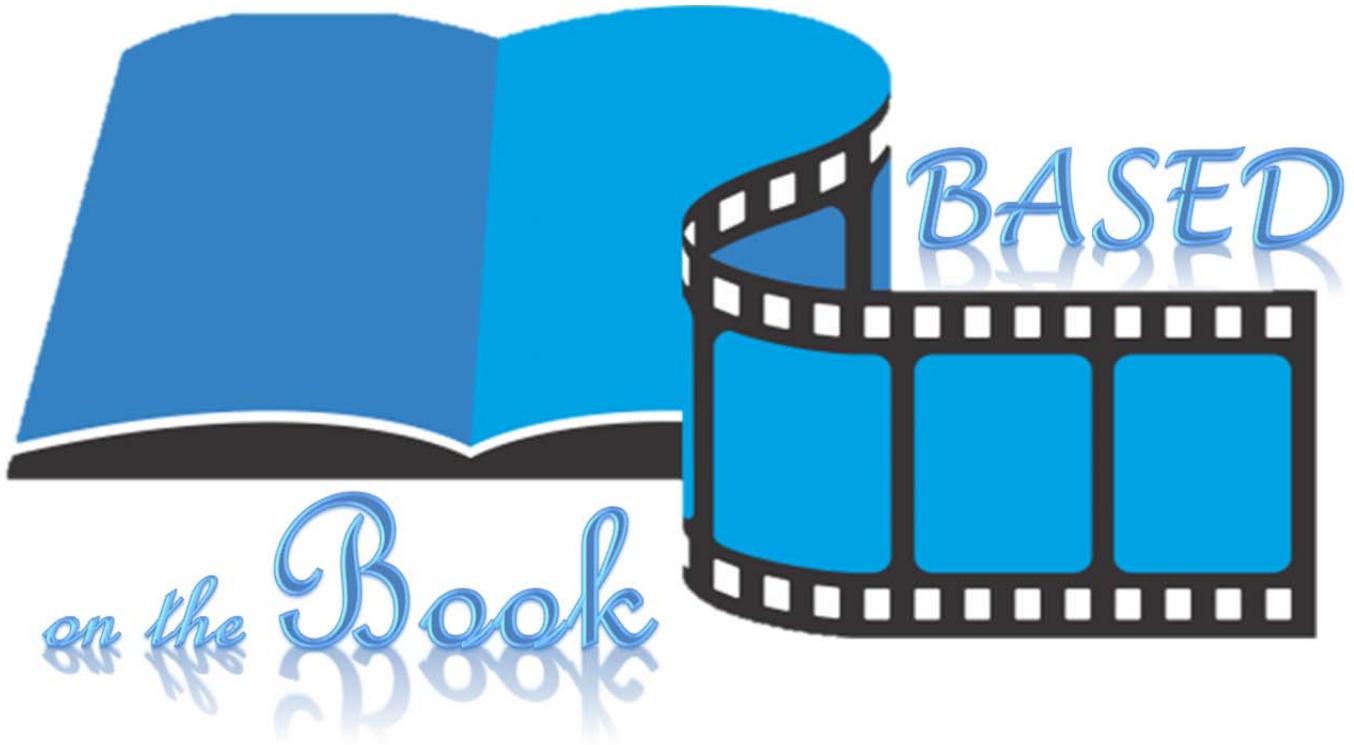
2014-2015

ideas with **IMPACT**



idea packet

**Based on
the Book**



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Goals and Objectives

READING GOALS:

- Cluster 1: Key Ideas and Details
 - LAFS.K12.R.1.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Cluster 3: Integration of Knowledge and Ideas
 - LAFS.K12.R.3.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

READING OBJECTIVES:

Students will interact with important works of literature, classics, in a new and enriching way with active experiencing. Students will be able to retain what they learn about the book which will surely benefit them in their future high school and collegiate experiences and even as a well-read adult.

WRITING GOALS:

- Cluster 2: Production and Distribution of Writing
 - LAFS.K12.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - LAFS.K12.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - LAFS.K12.W.2.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WRITING OBJECTIVES:

- *Literary Analysis: Students will deepen their understanding of the characters in the book, the setting, plot, conflicts, important symbols, and themes.*
- *Creative Writing: Students will use their knowledge of the book's plot, setting, characters, themes, symbols, etc. to create a script or shortened version of the book. They can put any twist on the script they want so long as they stay true to the major elements of the book. For example, student can have the characters speak with accents if they so choose. Also, they will learn about script writing and terms like stage directions, dialogues, asides, soliloquys, etc.*

- *Pre-Writing: In small groups, students will be given a chapter from the book for which they have to identify the key elements and summarize. They will use that as a roadmap to develop the draft of their scripts.*
- *Drafting: In the same small groups, students will go to their computers either at home or in the school's computer lab. They will access the googledocs file sent to them (googledocs is a collaborative tool they will learn about; it is very beneficial for uploading and sharing files). They will start to write the first draft of the script just for their chapters.*
- *Revising: Once all the small groups in the class have typed up their respective chapters in googledocs, the editing group will bring up the document on the SMARTBoard or projector for the entire group to see. They will then read through the script and revise to make sure all the chapters are cohesive, consistent, and fluid in terms of the overall tone, character and plot development, themes, and symbols. *While the Editors are working on the script, the Design group or Designers are creating the set and costumes.*
- *Publishing: As a whole class, students will read the script on the SMARTBoard or projector. We will conduct a read-through of the entire script. We will assign parts or students can audition for parts. We will then print the scripts and students will go forth and study their lines and/or make cue cards for filming.*

SPEAKING AND LISTENING GOALS:

- Cluster 2: Presentation of Knowledge and Ideas
 - LAFS.K12.SL.2.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
 - LAFS.K12.SL.2.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SPEAKING AND LISTENING OBJECTIVES:

- *Listening and Speaking: Students will be filmed acting out the script they wrote that is based on the book they read. Students will understand the roles of actors, producers, and directors. They will take on these roles and make their movie.*
- *Technology: Students will be taught the basics of Windows Movie Maker. They will work to edit the film. They will add music, sound effects, and text where necessary on the final movie. This will be done on the SMARTBoard or project for the whole class to have input in the movie they create.*

**There will be a small group designing the DVD cover while the majority of students are working on the edits.*

Outline/Overview

Purpose

Students read works of literature throughout the school year, but once the year comes to a close, they forget these important, classic, essential pieces; therefore, this project was designed to help imprint these wonderful works of literature in the minds and hearts of students.

Summary

Students read works of literature throughout the school year, but once the year comes to a close, they forget important, classic, essential pieces like *The Catcher in the Rye*, *A Midsummer Night's Dream*, *Macbeth*, and *Moby Dick*. Students will see or hear references to these important works of literature not only as they progress through high school, and take high stakes AP exams, but also in college when they will be expected to have some background about these texts. This project was designed with that in mind; it will imprint these wonderful works of literature in the minds and hearts of students. This is done when students write their own script based on the book and then act it out. When students act, they are energetically involved; they are able to focus not just on the words in the script, but the meanings of these words; they are able to "get inside a character... and feel their character's intention[s]..." (Noice, 2006). This type of interaction with the text called active experiencing by researchers. It is a sure way for students gain a higher retention rate for the books they read because they are putting to use "all physical, mental, and emotional channels to communicate the meaning of material..." (Noice, 2006). This is why this type of project is beneficial for all students on any reading level or in any grade level. They will participate in the following steps of this project after they read a book in class: collaboratively, students will write and edit a script for the book, create a set, design costumes, act, film, and edit their movie. This movie will be showcased to select teachers and staff for a vote (most creative, truest to the text). Finally, the winning class will earn a Pizza and Popcorn Party and all classes will view each other's films and vote on other awards.

Reference

Noice, Helga. "'To Be Or, or ... Um ... Line!' Research Puts Actors' Memory on Center Stage." Association for Psychological Science. *Current Directions in Psychological Science*, 25 Jan. 2006. Web. 02 May 2011.

Guide for Implementation

Procedures of Classroom Activities

- *Script Writing*
 - After learning the basics of script writing (in terms of formatting dialogue, stage directions, narration, etc.), students will use their knowledge of the book's important elements to write a script based on the book. They will do this in small groups; each small group will be given one chapter for which they have to identify the salient elements. This will be the planning for their script.
 - Next, students will learn about the googledocs tool. They will be introduced to this beneficial tool on the SMARTBoard or projector. They will experience a step-by-step tutorial on how to set up an account through google.com, access the link to the googledocs file in their email, and maneuver through the document once the file is opened. After the tutorial, students will be taken to the school's computer lab (or they can use their home computers) to access the googledocs file for their script writing. They will start to write the first draft of the script just for their chapters. They will follow the format taught previously about script writing so the entire document will be consistent in format. Each small group will type their scripts this simultaneously so that by the end of class a script for all the chapters in the entire book will be typed into the googledocs file. For example, if there are 10 chapters and 10 small groups, each group will use 10 computers to type their scripts together. After an hour of class, the googledocs file will contain the script for the entire book with all 10 chapters. This singular googledocs file will be viewed and edited.
- *Editors and Designers*
 - The class will be divided into two main large groups: Editors and Designers. The Editors will bring up the script on googledocs on the SMARTBoard or projector. They will then read through the script and revise it. The goal is to make sure all the chapters are cohesive, consistent, and fluid in terms of the overall tone, character and plot development, themes, and symbols.
 - While the Editors work on the script, the Designers will create the set and costumes. They will storyboard the major locations of the setting of the story. They will use large chart paper, cardboard, paint, glue, and other craft supplies to create the backdrops for the set. They will also decide on the costumes and make them. For example, for the movie *Animal Farm*, students decided to make masks for each animal. They used mask cut-outs, paint, feathers, glue, gems, and glitter to make the masks for the pigs, horses, chickens, dogs, etc.
- *Filming*
 - After the completion of the script by the Editors, the entire class will participate in a read-through of the script. Parts will be decided on so students can start preparing. The scripts will be printed for the actors. If time permits, students can make cue cards for filming.
 - Before filming, students will be taught about the roles of actors, producers, directors, and camera man. Then students will be filmed. They will act out the script

they wrote that is based on the book they read. Students will understand the roles of actors, producers, directors, and camera man; they will take on these roles as the teacher facilitates. They will make their movie.

- *Editing*
 - As the filming commences, students will be taught the basics of Windows Movie Maker. They will participate in a step-by-step tutorial on the SMARTBoard or projector. The main and largest group of students will work to edit the film. This will be done on the SMARTBoard or projector.
 - A smaller group of students will find music, sound effects, pictures, quotes, titles, and other text they will add to the final film product. Also, there will be another small group designing the DVD cover.
- *Awards & Recognition*
 - Teachers and other staff in the school will be recruited to view the films made by each class. They will vote on the best film. They will consider creativity in costumes and set as well as the relevance to the text (how true the content of the film is to the actual book). Once a decision is made for the best film, that class that won will earn a Pizza and Popcorn Party.
 - All classes will have a Viewing Day to watch all the movies from the other classes (they get popcorn also). They will decide on awards for categories such as: Best Actor, Best Actress, Creative Costume, Best Set Design, Best DVD Cover, and Most Fitting Music. Awards will be given to these winners and classes.

Timeline

This project can be taken on at any time during the school year (it takes approximately two weeks). From experience, it is suggested that it be done towards the end of the school year (April or May). This gives students the opportunity to choose the book from all the texts covered year round. Also, when testing (EOC, AP Exams) is considered, this project is done in class, and so students will have some flexibility during these critical testing times to study at home for exams. Students will ultimately be learning when they think it's just fun.

Timeline	Task	Activities
2 days	Script Writing	Small groups will work on writing their script for their assigned chapter. They will use googledocs to put it together.
2 days	Editors & Designers	Editors will revise the script. Designers will create the backdrops for the set and costumes.
3 days	Filming	Actors, directors, producers, camera crew will know roles. Filming will take place and the movie will be made.
2 days	Editing	Large group will use Moviemaker to edit on SMARTBoard while 2 small groups design DVD cover and find music, etc.
1 day	Awards & Recognition	Teachers will vote on best film. Party will be held for winner. Classes will have a Viewing Day and decide on other awards.

Resource List



Project Evaluation

- Film Rubric for assessing the film (see below)
- Group/Collaboration Evaluation Rubrics (see below)
- Post Test of book or story (these are teacher-generated based on text)

Online Tutorial for Technology

- Windows Movie Maker 2 Training - Atomic Learning - www.atomiclearning.com/moviemaker2
- Windows Live Movie Maker Training - Atomic Learning - www.atomiclearning.com/wlmm



Short Film Rubric - TGV3M

Name: _____

Criteria	Level 4 8-10	Level 3 7	Level 2 6	Level 1 5
Pre-Production				
Treatment	The content includes a clear concept and story. Treatment is very well written and follows the prescribed format.	Content exhibits connections around the concept and story, but small details are present. Treatment is well written and follows the prescribed format.	The content leaves the reader with a vague impression of the concept and storyline. Treatment is somewhat well written, following the prescribed format.	The content lacks a central concept and storyline. Treatment is not very well written and vaguely follows the prescribed format.
Storyboard	Storyboard clearly corresponds with treatment and communicates all of the information needed for each scene.	Storyboard corresponds with treatment and communicates most of the information needed for each scene.	Storyboard vaguely corresponds with treatment and communicates some of the information needed for each scene.	Storyboard vaguely corresponds with treatment and missing information for each scene.
Production				
Video Clarity & Lighting	All shots are clearly focused. Camera movements are smooth and of appropriate speed. All shots have appropriate lighting.	Most shots are clearly focused. Camera movements are smooth and/or of appropriate speed. Most shots have appropriate lighting.	Many are clearly focused. Motion shots are fairly steady. Some shots have inadequate light.	Few shots are clearly focused. The camera is not held steady. Many shots have inadequate light.
Video Framing	Video shows evidence of good composition. A variety of shot types are used in an appropriate manner.	Most shots are well framed. A variety of shot types are used.	Few shots are well framed. Two – three shot types are used.	Many shots are poorly framed. Only one or two shot types are used.
Continuity	No lapses in continuity are present or are insignificant.	Small lapses in continuity are present.	Many lapses in continuity are present.	Video is disjointed in significant respects.
Post-Production				
Transitions	Video moves smoothly from one shot to another using an appropriate selection of transitions.	Transitions move relatively smoothly from shot to shot and a variety are used.	Transitions from shot to shot are choppy and the types of cuts and fades are not always appropriate.	Tape is needed. No transitions between clips. Raw clips run back to back in final video.
Audio	Audio is balanced between dialogue, music and voice over. Audio is clear throughout the video.	Audio is usually balanced between dialogue, music and voice over. Audio is clear throughout the video.	Audio is somewhat balanced between dialogue, music and voice over. Audio is clear throughout the video.	Audio is unbalanced between dialogue, music and voice over. Audio is inaudible in significant portions of the video.
Pace	All clips are just long enough to make the point clear with no slack time. The pace captures the audience attention.	Most clips move at a steady pace. Most clips are edited to remove slack time.	Some clips move at a steady pace. Some clips are edited to remove slack time.	Video clips are too long and do not advance the storyline or too short and leave out essential action.
Appropriateness & Originality	Content meets all appropriate ness requirements. Video is very original and creative.	Content meets most appropriate ness requirements. Video shows many original and creative elements.	Content meets some appropriate ness requirements. Video is somewhat original and creative.	Content is not appropriate for classroom viewing. Video lacks originality and creativity.
Required Components: - Length (7-10 min) - Title & Credits - Soundtrack - 2 Techniques	Film includes all of the required components	Film includes most of the required components	Film includes some of the required components	Film includes few of the required components
				/ 100

Rubric can be found here: <http://sirwinston.dsb.org/Sites/TGV3M/Links/Short%20Film%20Rubric.pdf>

Short Film Rubric

CATEGORY	4	3	2	1
Storyline	The story is occasionally but tastefully unpredictable. The story contains all elements of a complete and proportionate plot.	The story is at times mildly predictable. One element of a complete and proportionate plot is shortchanged.	The story predictable but entertaining. Two elements of a complete and proportionate plot are shortchanged.	The story is predictable and boring. Three elements of a complete and proportionate plot are shortchanged.
Synergy Between Elements	The parts of the production build a mood and tone that mirror and at times amplify the subject matter.	The parts of the production establish a mood and tone that mirror the subject matter. In several instances, the mood or the tone falters.	The parts of the production frequently create disharmony with the subject matter.	The parts of the production blatantly mismatch the subject matter. At the worst, the production may appear as a parody.
Acting	Characters are well developed.	Characters are developed.	Characters are not really developed.	Characters are not developed.
Video Artistry	Uses a high variety of effective shots; angles convey messages about characters.	Uses some variety of decent shots; angles convey some messages about characters.	Uses little variety of shots; angles convey no messages about characters.	Weak, repetitive shots.
Video Competence	The array of used shots (MS, CU, etc) drives the story's message. All shots recognize these rules: rule of thirds, head room (when appropriate), leading room and break-frame.	Most used shots follow the story's message. All shots recognize these rules: rule of thirds, head room (when appropriate), leading room and break-frame.	Many shots detract from the story's message. A handful of shots don't recognize these rules: rule of thirds, head room (when appropriate), leading room and break-frame.	Most shots detract from the story's message. Many shots don't recognize these rules: rule of thirds, head room (when appropriate), leading room and break-frame.
Video Technicalities	Every shot is white balanced, evenly exposed, steady, and in focus.	Most shots are white balanced, evenly exposed, steady, and in focus.	Some shots are white balanced, evenly exposed, steady, and in focus.	Several shots are white balanced, evenly exposed, steady, and in focus.
Originality in Editing	Approaches story in a highly unique and original way.	Approaches story in a unique way.	Copies elements from other films; lacks originality.	Merely takes all elements from other sources.
Editing Pace	Timing: One to two edits/titles are two frames too short or too long.	Timing: Three to four edits/titles are two frames too short or too long.	Timing: Five to six edits/titles are two frames too short or too long.	Timing: Seven or more edits/titles are two frames too short or too long.
Editing Technicalities	The 30°, 180°, Extremes or Continuity Rule is broken only once. Zero flash frames. Audio enhances but does not distract the viewer.	The 30°, 180°, Extremes or Continuity Rule is broken twice. One flash frames. Audio volume, choice, and blend distract the viewer twice.	The 30°, 180°, Extremes or Continuity Rule is broken three times. Two flash frames. Audio volume, choice, and blend distract the viewer four times.	The 30°, 180°, Extremes or Continuity Rule is broken four times. Three flash frames. Audio volume, choice, and blend distract the viewer six times.
Length	Excellent length -- between 5-6 minutes.	Meets 4 minutes.	Less than 3 minutes.	Less than 2 minutes.

Rubric can be found here: http://mvhs-media-comm.weebly.com/uploads/1/8/0/5/18051299/short_film_rubric.pdf

Peer Assessment Collaboration Rubric

	4	3	2	1
Participation	Group member participated fully and was always on task in class.	Group member participated most of the time and was on task most of the time.	Group member participated but wasted time regularly or was rarely on task.	Group member did not participate, wasted time, or worked on unrelated material.
Leadership	Group member assumed leadership in an appropriate way when necessary by helping the group stay on track, encouraging group participation, posing solutions to problems, and having a positive attitude.	Group member sometimes assumed leadership in an appropriate way.	Group member usually allowed others to assume leadership or often dominated the group.	Group member did not assume leadership or assumed it in a nonproductive manner.
Listening	Group member listened carefully to others' ideas.	Group member usually listened to others' ideas.	Group member sometimes did not listen to others' ideas.	Group member did not listen to others and often interrupted them.
Feedback	Group member offered detailed, constructive feedback when appropriate.	Group member offered constructive feedback when appropriate.	Group member occasionally offered constructive feedback, but sometimes the comments were inappropriate or not useful.	Group member did not offer constructive or useful feedback.
Cooperation	Group member treated others respectfully and shared the workload fairly.	Group member usually treated others respectfully and shared the workload fairly.	Group member sometimes treated others disrespectfully or did not share the workload fairly.	Group member often treated others disrespectfully or did not share the workload fairly.
Time Management	Group member completed assigned tasks on time.	Group member usually completed assigned tasks on time and did not hold up progress on the projects because of incomplete work.	Group member often did not complete assigned tasks on time, and held up completion of project work.	Group member did not complete most of the assigned tasks on time and often forced the group to make last-minute adjustments and changes to accommodate missing work.

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Rubric can be found here:

<http://www.intel.com/content/dam/www/program/education/us/en/documents/project-design/density/density-peer-rubric.pdf>

COLLABORATIVE WORK SKILLS RUBRIC

	4	3	2	1
Contributions	In large- and small-group discussions, shares helpful ideas. Leads the discussion and makes a strong effort to contribute.	In large- and small-group discussions, often shares helpful ideas. Clearly strives to participate.	In large- and small-group discussions, sometimes shares helpful ideas. Makes the required effort to participate but no more.	In large- and small-group discussions, rarely shares helpful ideas. Participates minimally or not at all.
Time management	Completes assignments on time throughout the project. Does not cause the group to change deadlines or reassign work because of lateness.	Usually completes assignments on time throughout the project. Does not cause the group to change deadlines or reassign work because of lateness.	May put things off, but turns assignments in on time. Does not cause the group to change deadlines or reassign work because of lateness.	Routinely misses deadlines, puts off work, and causes group to change deadlines or reassign work because of lateness.
Problem solving	Makes a clear effort to find and share answers to problems.	Does not actively seek answers to problems but helps to improve those found by others.	Accepts solutions found by others without changing them. Is willing to try suggested answers to problems.	Makes no effort to find, share, or try answers to problems. Leaves all work to others.
Working with others	Listens well and assists others in their efforts. Facilitates group work.	Usually listens well and assists others in their efforts. Does not facilitate group work, but doesn't hinder it either.	Sometimes listens well and assists others in their efforts but may be difficult to work with.	Does not listen well or assist others; may not participate in group work.
Research techniques	Always looks at varied sources and records information in detail.	Usually studies varied sources and records information in some detail.	Often studies varied sources and records information, but sometimes it is sketchy.	Rarely looks at more than one source and barely takes any notes.
Synthesis	Arranges information found by self and others into useful formulations; is able to manage complex ideas.	Usually arranges information found by self and others into useful formulations; may need help in managing complex ideas.	Sometimes arranges information found by self and others into useful formulations. Does not manage complex ideas.	Rarely or never arranges information into useful formulations or manages complex ideas.

Rubric can be found here: <http://course1.winona.edu/shatfield/air/grouprubric.pdf>

Supplies & Supplemental Materials

- Set-Up: During the writing process, students can use the computers in the media center to access googledocs. They can even use their SMART phones and devices. While in the filming stage of the project, students should have access to various areas around campus, and they can film at home or in their local parks and community locations. At the Viewing Day, access to a computer with DVD capabilities, projector, and speakers are needed to watch the films; can be done in the Media Center or Auditorium.
- Materials: Computer with access to iMovie or Windows MovieMaker; projector; speakers digital camera or camera phone; camera tripod; memory card or flash drive; costumes and props (hats, wigs, various clothing, etc.); arts and craft (paint, paper, brushes, glue guns, tape, etc.); food (pizza, popcorn, drinks, cake, paper products, etc.); awards (certificates, trophies).
- Fieldtrip: On the Viewing Day, an in-door fieldtrip can be held to make sure all students from all class periods can participate.
- Use of School Facilities: The school's Media Center and Auditorium can be used for the Viewing Day. Local malls, parks, community centers can be used as settings for the film as well as the school's campus.
- Adaptation: This project can be adapted for any grade level in the content area of Literature or even History. An elementary class could make films related to the folklore they read. A history class could make a film about significant historical events or persons in history, as well.
- Estimated Cost: This cost for the supplies ranges from \$200 - \$400 for the purchase of books, technological tools, and supplies for video-taping and showcase.
- Suggested Items for Purchase:
 - Digital Camera
 - Camera Tripod
 - Memory card (1 per class)
 - DVDs or CDs
 - *Writing Short Scripts* by William Phillips
 - *Microsoft Windows Moviemaker for Dummies*
 - Costumes and Props (hats, wigs, various clothing, etc.)
 - Arts and craft (paint, paper, brushes, glue guns, tape, etc.)
 - Food (pizza, popcorn, drinks, cake, paper products, etc.)
 - Awards (certificates, trophies)



APPLY FOR AN IMPACT II ADAPTER GRANT!

M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2014-15. Most catalogs can be viewed at The Education Fund web site at www.educationfund.org under the heading, "Publications."

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To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by June 15th.

**APPLICATION DEADLINE:
December 10, 2014**

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For more information, contact:

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