

Digital Book Trailers

A Mac Worksheet

Presenters:

John Perkins, Librarian / Media Specialist, K.A. Brett School, Tamworth
jperkins@tamworth.k12.nh.us

Etienne Vallée, Librarian / Media Specialist, Franklin High School
evallee@franklin.k12.nh.us

Essential Questions

- How can I convince others to read a book using windows movie maker?
- Why do people choose books?
- What "sells" a book?
- What persuasive elements are present in an effective book trailer?
- How can I take what I already know about a book, and persuade others to read it?

Session Description

In this session participants will learn how create book trailers, similar to movie trailers that one can see in a movie theater or at the beginning of DVDs, using software and equipment they already have access to. These book trailers are used instead of more traditional book reports to assess whether students have read a book, and what they understood from the book. It also showcases their technological skills by applying research skills to locate images, understanding copyright laws, and creating a final product. Students also reflect on their learning by evaluating their own performance and how they can connect their newly acquired knowledge to other areas.

Book trailers are created by students to demonstrate that they have read and understood a book of their choice. They create a product that requires them to effectively use software and hardware. Finally, they need to write a storyboard and research an appropriate soundtrack and images that match their chosen book. Copyrights and information literacy is explored with them. Students are formally assessed through a rubric, and will informally assess themselves through a reflective piece after the presentation of all book trailers.

These book trailers are can also be shown to other students in the library media center and to collaborating English classes. They are used to promote books within the library as well as an interest in reading.

Conference Strands

Engaging & Exciting Classrooms - Authentic & innovative ideas in action.

Level of Content

Beginner - Introductory level information presented.

Appropriate Grades

Elementary, Middle and High School

Content Area(s)

ICT Literacy / Technology Skills

Unified Arts

Language Arts

World Languages

Social Studies

Required Equipment

Projection device and screen

Language of Presentation

English

English Competencies from Franklin High School:

2. Learners will write or express themselves in order to inform, persuade, entertain, analyze, compare and contrast.
3. Learners will research, analyze, and synthesize various topics utilizing the MLA format.
7. Learners will read and comprehend themes in fiction, non-fiction, poetry and drama.
10. Learners will be able to understand various oral and written communication strategies appropriate to individual situations including: conflict, problem-solving, and relationships.

National Information Literacy Standards for the 21st Century Learner:

- 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- 1.1.2 Use prior and background knowledge as context for new learning.
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3 Demonstrate creativity by using multiple resources and formats.
- 1.3.1 Respect copyright / intellectual property rights of creators and producers.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.5 Use information technology responsibly.
- 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3 Monitor gathered information, and assess for gaps or weaknesses.
- 1.4.4 Seek appropriate help when it is needed.
- 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- 2.2.4 Demonstrate personal productivity by completing products to express learning.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.3.4 Create products that apply to authentic, real-world contexts.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.8 Use creative and artistic formats to express personal learning.

Learner Objectives

In this unit, students will demonstrate that they have read and understood a book of their choice. They will also create a product that requires them to effectively use software and hardware. Finally, they will need to write a storyboard and research an appropriate soundtrack and images that match their chosen book. Students will be formally assessed through a rubric, and will informally assess themselves through a reflective piece after the presentation of all book trailers.

Library Media Center Objectives

This unit accomplishes several objectives. These objectives are outlined below.

The first objective this unit meets is “Locate Information” Aspect 1: Alphabetical and numerical order. Outcomes of this objective for students in grades 9-12 include locating materials and hardware to meet curricular and personal needs, as well as be familiar with the layout of the library media center.

The second objective this unit meets is “Organize and present information” aspect 1: Research process. Outcomes of this objective for students in grades 9-12 include demonstrating the research process including brainstorming, selecting a topic, forming a focus or developing a thesis, note taking, recognizing primary and secondary sources, outlining, quoting, paraphrasing, summarizing, footnoting or citing in-text references, crediting sources using an accepted bibliographic format; using the appropriate hardware to store and retrieve data that has been gathered; using word processing skills to complete a written presentation; use spelling/grammar/style checker software.

The third objective this unit meets is “Locate Information” Aspect 2: Care and Responsibility for Materials, Hardware, and Facilities. Outcomes of this objective for students in grades 9-12 include understanding the function of each piece of hardware; and practicing care of, and responsibility for, materials, hardware and facilities.

The fourth objective this unit meets is “Select, Evaluate, and Synthesize Information” Aspect 2: Reference sources. Outcomes of this objective for students in grade 9-12 include developing the skills necessary to evaluate library materials and select those that best meet their information needs; understanding information and research strategies such as brainstorming, scanning for useful material and skimming for specifics using keywords; citing sources used; and using an accepted bibliographic format.

Finally, students will use available resources in the L/MC to produce an end-product for a classroom assignment such as a research paper, web page, video, audio tape recording, slides, or photographs; be aware of the effect of each medium and select the most appropriate one to communicate content and ideas.

Collaboration with Classroom Teachers

The teacher(s) and the library media specialist get together and collaborate on this unit during their professional learning community time. With the objectives clear and the essential questions defined, the collaborating team devises a grading rubric and a self-reflection piece that the students will use to assess their own learning as well as evaluate the effectiveness of the unit. A calendar is set, with a deadline for reading the book, an introduction to the project with the students, one day spent working on the book trailer’s story board in English class, three days in the computer lab to locate and gather the resources, and another four days the following week to assemble all resources into a MovieMaker presentation. The last day is used

to present all of the trailers, as well as a reflection and self-evaluation on the knowledge acquired and the evaluation of the unit as a whole.

Plans for teaching learners to use the resources

All students in the freshmen English class select a book from the Library Media Center and read it over the course of a month. Instead of writing of a regular book report, however, students create a book trailer about their book. In a two minutes format, students will identify their book, introduce the main characters, summarize the story line, and provide one reason why it is a must read.

A rubric is distributed to all students which outlines all of the requirements for this project. In order to successfully complete their project, students use available resources in the Library Media Center, including computers and books, to produce this book trailer. Students show off their research skills by finding a list of item and citing where they located their information. They must have a cover of their book, at least twenty different images illustrating the plot, the main characters, and their reason why it is a must read, and a background audio file which must fit the mood of the book they are reviewing.

All images and audio files must be from creative commons sites or copyright free, or must be manipulated so as to create a significant change in the image so that they are unrecognizable. Students are shown various sites where such images can be found, and receive refresher instructions in advanced image search strategies. Using Son of Citation engine, students document where they found each image, and copy and paste the bibliographical entry into a works cited page. Short lessons on fair use, copyrights, citations, and assembling a bibliography are also taught by the library media specialist and the English teacher.

Students then use iMovie or MovieMaker, a free productivity software suite included with every computer in the computer lab, to assemble their book trailer. They incorporate the music, time the sequences, add transitions and effects, and create title and credits. Their movies are then exported as **.mov** or **.avi** files, and they receive a grade based on a grading rubric.

These book trailers can then be added to the school's network, and are available as promotional tools for the library and the English department. They can be shown on the television screens in the cafeteria, and can be submitted to teachertube.com. Finally, a class set of CDs or DVDs (depending on the total size of all files) are burned and given to the students to be added to their digital portfolio.

On the day of the presentations, students are also asked to reflect on their learning and the value of this project through a self-reflection questionnaire. Their answers are then compared during the collaborative professional learning community time and modifications are made to the unit in order to improve it for the following semester.

Students enjoy this activity, and it allows them to use the resources in the library, communicate

content and ideas, and use several technology tools at the same time.

Resources

Resources needed for this project include access to computers and the internet; a free installation of productivity software, such as iMovie or MovieMaker, installed on the computers; a description of the project and a grading rubric; and blank CDs or DVDs for sharing.

Copyrights

There are several vertical programs that can be done in a classroom or at the Library Media Center, aside from the activities in Lessons 3-6. Some of these possibilities include creating a gifted program for students who need to be further challenged in their academic studies or the creation of a program to promote the appreciation of reading for its own sake. Other viable alternatives include encouraging different types of literacy, from computers and information to cultural and media.

One of the vertical program we offer is a copyright and fair use lesson given to all incoming freshmen through collaboration between the English Department and the Library Media Center.

Students objectives

In this lesson, students will demonstrate fair use and appropriate copyright usage in school projects and research paper. Students will be introduced to the intent of copyright laws, receive an explanation of fair use, and be exposed to several different scenarios in which different copyright issues are presented and analyzed for their legal or illegal use. Students participate in this lesson to become better digital citizens, understand copyright laws, and know how to locate and use information in a fair use manner.

Collaboration with Classroom Teachers

The English teachers and the library media specialist get together and collaborate on this lesson during their professional learning community time. With the objectives clear and the essential questions defined, the collaborative team creates a power point presentation that highlights the relevant sections of the copyright rules and how they apply to students and the works they create for school projects or assignments.

This lesson takes place early in a high schooler's career, but, if time is available, is revised and repeated in later years. In a later session a week later, students are informally assessed to determine what knowledge they acquired as well as their comments for improving the lesson.

Part 1: Introduction to the Project

Many of you will remember having to write the dreaded book report in school, and then presenting it at the front of the class. This project is similar in concept, except that it uses everyday computer programs you have access to in your classrooms, your media centers or computer labs. The only requirement is that you have access to a DVD burner and / or a LCD projector in order to show the results of this project.

We have found that creating these book trailers with students was a great motivator. It got them excited about telling a story, locating or creating appropriate pictures and music, and then assembling them using software commonly found in schools or freeware programs downloaded from the internet.

This book trailer project can take as little as four classes, or as many as ten, depending on the complexity of the stories being told, the involvement of other teachers in the project, and the speed at which students (and the teachers) can master the software and the underlying concepts behind it.

This project can be done by the teacher or by the library media specialist, and can involve everyone in the school from the art teacher to office staff. For example, the music teacher and the students could collaborate in creating music or sound effects for the video clip. The skills learned with this project can easily be exported to different subjects. For example, this project could be used to

- Illustrate the properties of chemical elements;
- Present an aspect of the American Revolution;
- Explain a mathematics concept;
- Animate a book review;
- Demonstrate a key grammatical concept;
- Display new foreign language vocabulary.

This type of project can be adapted to just about every concept in every subject, and represents another way, along with reports, PowerPoint presentations, and poster boards for students to illustrate what they have learned. In a time where we are moving towards a competence-based learning environment, the use of video to enhance a lesson or to reinforce a concept is an excellent performance project which demonstrate whether information has been acquired and synthesized.

The final product can be placed on a DVD and shown in class, or taken home for study and review. It can be distributed through a school network, iPad or similar handheld video devices, or even posted on the web on sites like teachertube.com or schooltube.com. The possibilities are limitless.

Part 2: The Story Board

In a formal book trailer project, the most important part is creating the story board that

illustrates which pictures and sound tracks / effects will be needed to successfully complete this project. It can contain any elements that students will need to put together their book trailer. It can range from a few lines scribble on paper to an elaborate play-like script. The story board process helps students focus their thoughts and provides for a better finished product by giving them a visual map and narrative. It also allows them to efficiently allocate their time by seeing at a glance what pictures and sound effects and / or music they will require later on. A copy of a sample story board is provided at the back of this presentation handout.

The story board allows you to keep track of their progress, identify specific pitfalls that they may encounter, and also judge their final product against their proposal. Most likely, their final product is bound to be somewhat different than their original proposal. That's okay, and it can even enable you and the students to reflect on why their product does not follow their story board and their script. Did a better element present itself? Did a more appropriate action fit? Did an improvisation really bring down the house and require making a change to the script and story board to be incorporated? Most great movies, from Roman Holidays to Indiana Jones, feature passages that were radical departures from their original story boards.

What we recommend:

- Students should complete a script and a story board so that they know what elements they need to put together their and where they need to go next. Too often minutes and entire class periods can be lost to poor planning skills on the part of the students.

Pitfalls to look for:

- Short or missing story boards indicate that students are not sure how they will proceed, and do not allow you to hold them accountable to a finished product that resembles their proposal.

Part 3: Searching for Images, Sounds, and Music

Using a web browser, and relying on their story boards, students now know which images, sounds, and music they must locate. There are several sites that students can use to find what they need without violating copyright laws. The following list is by no means exhausting, but should be adequate for most classes.

Creative License Image Sites

Wikimedia.org (http://commons.wikimedia.org/wiki/Main_Page) is a database of over 6 million freely usable media files, including pictures, images, videos, and sounds.

Creative Commons (<http://search.creativecommons.org/>) offers access to search services which in turn provide images and other media files. These images may or may not be under a creative commons license, so do your homework and investigate before you use the information!

The Library of Congress American Memory site (<http://memory.loc.gov/ammem/index.html>) provides free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience.

Free Digital Photos (<http://freedigitalphotos.net/>) offer access to creative licensed photos and other images.

Professional photographer David Niblack has created Imagebase (<http://imagebase.davidniblack.com/main.php>), which features more than one hundred pages of images that have been released for free reuse and redistribution.

Flicker.com (<http://www.flickr.com/>) offers access to creative licensed photos and other images. Be sure to look at the rights release of each image before you select one.

<http://copyrightfriendly.wikispaces.com/> is a great compilation of image sites.

Other sites include

- <http://www.public-domain-image.com/>
- <http://www.cepolina.com/freephoto>
- <http://www.debisty.com/Album/photos.html>
- <http://www.stockvault.net>
- <http://www.freefoto.com/index.jsp>
- <http://openphoto.net>
- <http://images.google.com> (choose "labeled for reuse")
- http://commons.wikimedia.org/wiki/Main_Page
- <http://pics4learning.com>
- <http://photobucket.com>

Creative License Music Sites

ccMixer (<http://www.ccmixer.org/>) is a community music site featuring remixes licensed under Creative Commons where you can listen to, sample, mash-up, or interact with music in whatever way you want.

Dewey music (<http://deweymusic.org/>) has over 1 million free public domain songs by more than 10,000 artists.

Moby provides free music for film students, independent filmmakers and others who need music for nonprofit or educational uses (<http://www.mobygratis.com/film-music.html>).

Jamendo (<http://www.jamendo.com/>) is another creative license music site where bands and

musicians post music licensed under Creative Commons.

Jewelbeat (<http://www.jewelbeat.com/>) offers free music tracks & free sound effects for any production - advertising, education, videos, photos, YouTube, etc.

Partners in Rhymes (<http://www.partnersinrhyme.com/pir/PIRsfx.shtml>) contains both music and sound effects.

Royalty Free Music (<http://www.royaltyfreemusic.com/free-music-clips.html>) is yet another creative license music site.

Creative License and Free Sound Effects Sites

Ljudo.com (<http://www.ljudo.com/default.asp?lang=tEnglish&do=it>) has more than 1,200 free sound effects which can be listened to in RealAudio or downloaded in mp3 format.

A1 Free Sound Effects (<http://www.a1freesoundeffects.com.>) has more than 890 sound effects available, divided in helpful categories, and exportable in mp3 format.

More Sound Effects can also be found at <http://www.stonewashed.net/sfx.html>.

Depending on whether students have access to a network folder or not, you will need to save your students' downloads. We use network folders, so we instructed students to save everything there. However, before the network was installed we would save everything on a USB key or a CD, so that if files were accidentally deleted, students would not lose time finding their information again.

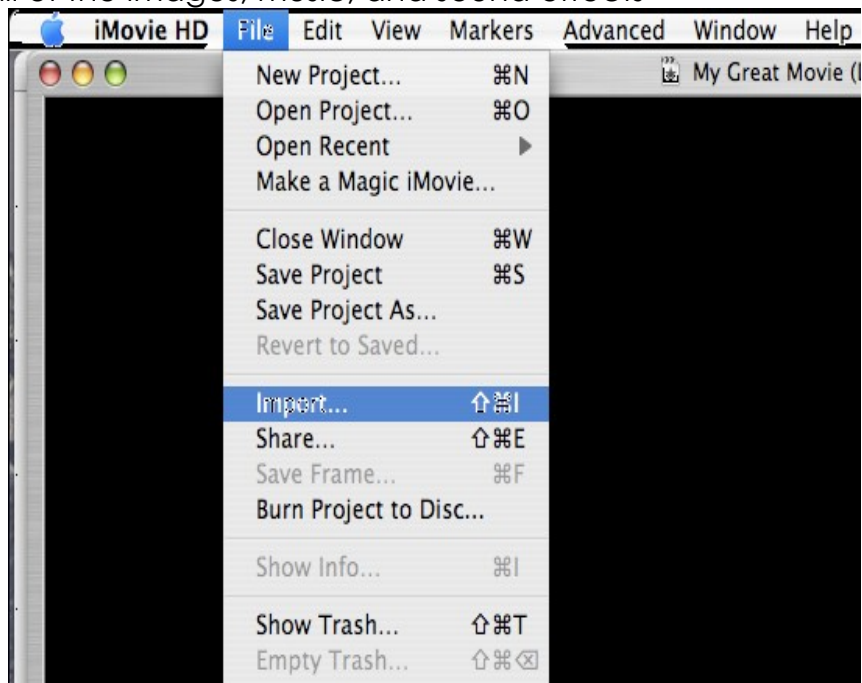
Part 4: Putting the Story Board Together

This next step involves importing the video files into an iMovie project or similar free movie-editing software program. For this presentation, we will use iMovie, though most of these steps can easily be replicated in any freeware movie editing software such as Avid Free DV, ZS4 Video Editor, and HyperEngine-AV.

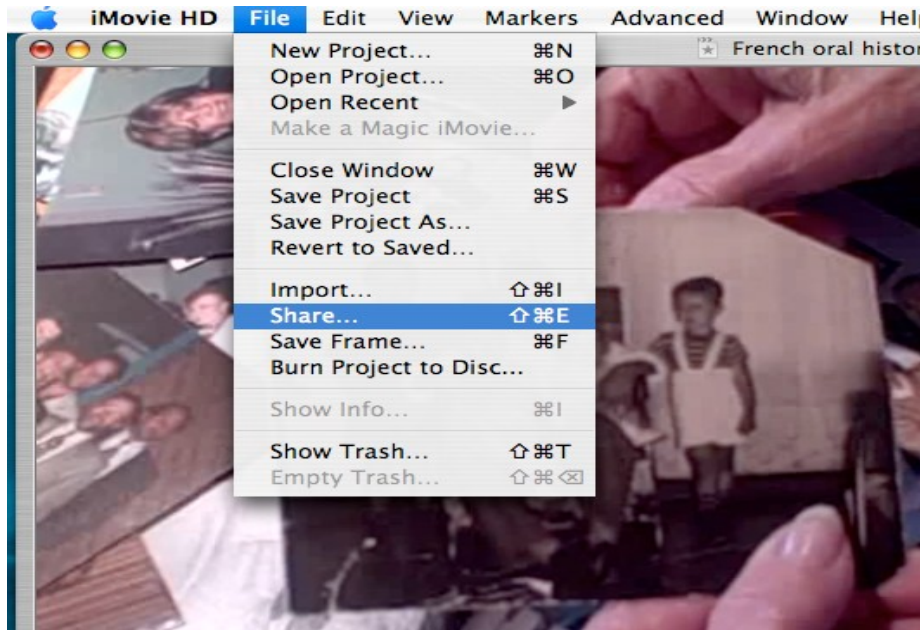
In iMovie, create a new project, and give it a name.



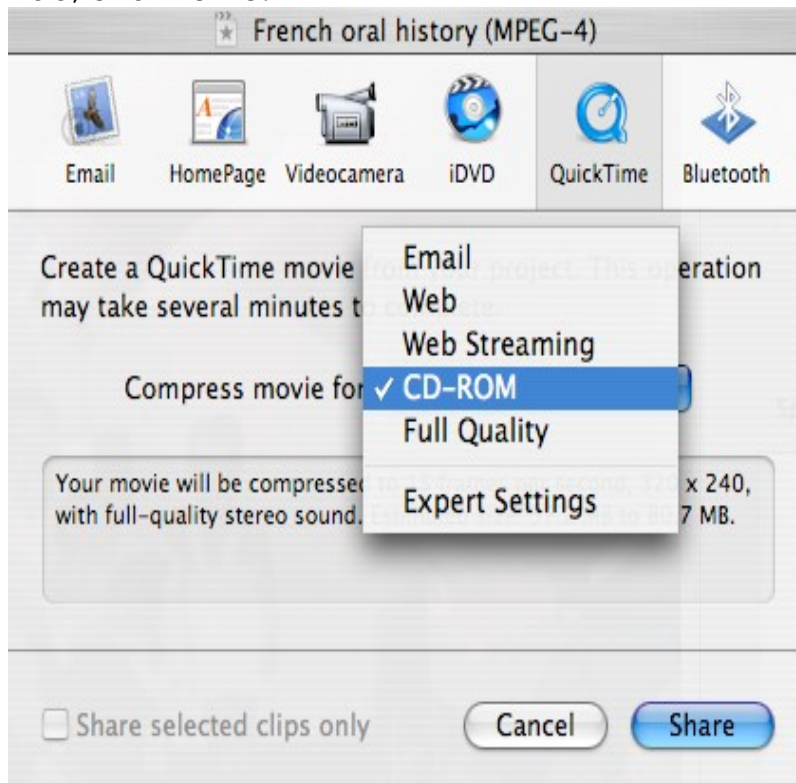
Then import all of the images, music, and sound effects



They will appear in the tray. Go to "Edit" on the menu, and "Select All." Place the images on the editing tray. At this point, for a basic project all you need to do is add the text to write on the images, place the sound track, and export the file.



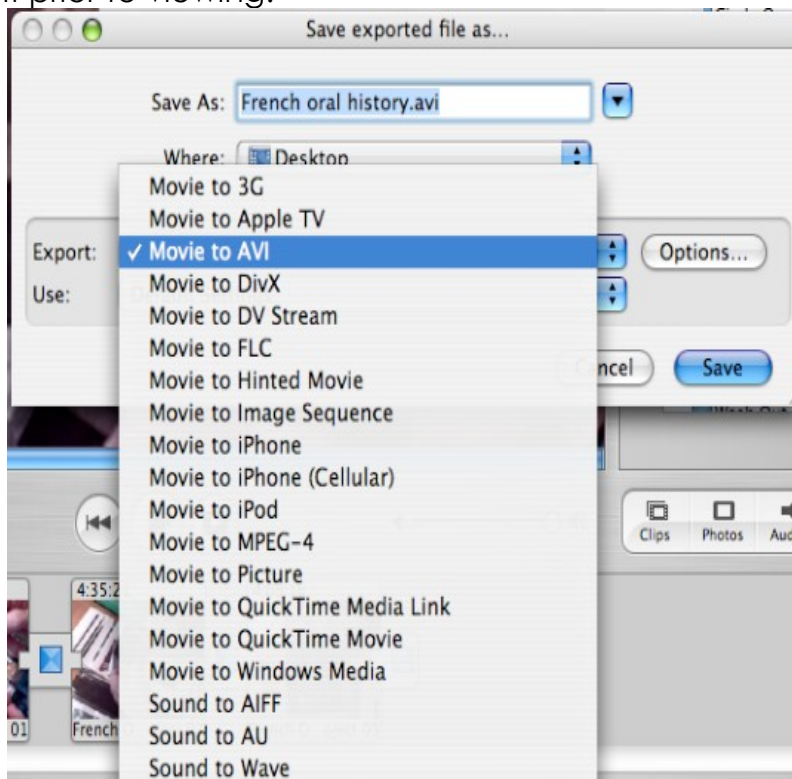
Select CD-ROM as the output of the file. This allows for the creation of a small Quicktime file which can easily be played on any computer, saved to a CD or a DVD, or even burned to a DVD and made playable on a regular DVD player. Students can then watch their projects in class, in the computer lab, or at home.



If you're planning on distributing this file over the internet, however, we recommend you save the export the project to an avi file or to a mpeg-4 file by choosing the expert settings, clicking on "share," and selecting the appropriate setting for your purpose.

Mp4 file extensions represent Apple's video encoding, and can be used with Quicktime, DVD burning software, and many other viewers. It is also the format used by HD TV to broadcast its signals.

Avi file extensions are viewable across a larger number of players, including Windows Media Player. However, this format requires specific codecs, depending on how the avi file is encoded. These common formats include ASF, DivX, and M-JPEG, each of which require its own codec. If the player you are using does not have the appropriate codec, you will need to download and install it prior to viewing.



There are further opportunities, however, to improve the quality of the project by adding titles, voice, sound effects, a sound track, transitions, and special effects. Experiment with the program to gain a better understanding of what it can do. Most students are also happy to play with the software and find elements they can add to their projects.

What we recommend:

- Save the project to a student folder and backed up to a USB drive so that it can be easily found. This also ensures that if the file is accidentally deleted, it can be quickly reinstalled.
- Import all clips at once, to avoid out of sequence or missing images or sounds that can't be located later on.

Pitfalls to look for:

- Imported video files that were not numbered right will not be in the right sequence. It may be necessary to rearrange the files, or to delete all of them, renumber the actual files in their proper order, and then reimport them into iMovie.
- Exporting the movie to DV quality provides a better-looking product, but some

computers will not be able to play the size of the file, as it will generally exceed 100 megabytes, most likely preventing you from distributing the file over the internet. However, saving it in DV and then burning it to a playable DVD provides for enhanced quality, if it will be watched in class or taken home.

Part 5: Distributing the results

For many of us who are not completely comfortable with new technologies, presenting this information in class is the most likely use of these videos. This can be done either by burning the video to a DVD, exporting it back to the digital camera to be shown on the television using audiovisual cables, or using the computer with a LCD projector or white board.

However, there are several other ways to distribute your results. This is the podcasting part of the presentation.

One of the ways is to place the file on a public or shared folder within the school network, which can be accessed from any classroom, or, in certain cases, from remote points away from school, such as home or the public library through an internet connection.

However, for this presentation we're using two different free web sites similar to youtube.com, which will allow you to upload your videos and share them with the entire world. Students can then download these files and put them on their iPods or other portable video devices and viewed later, at their convenience.

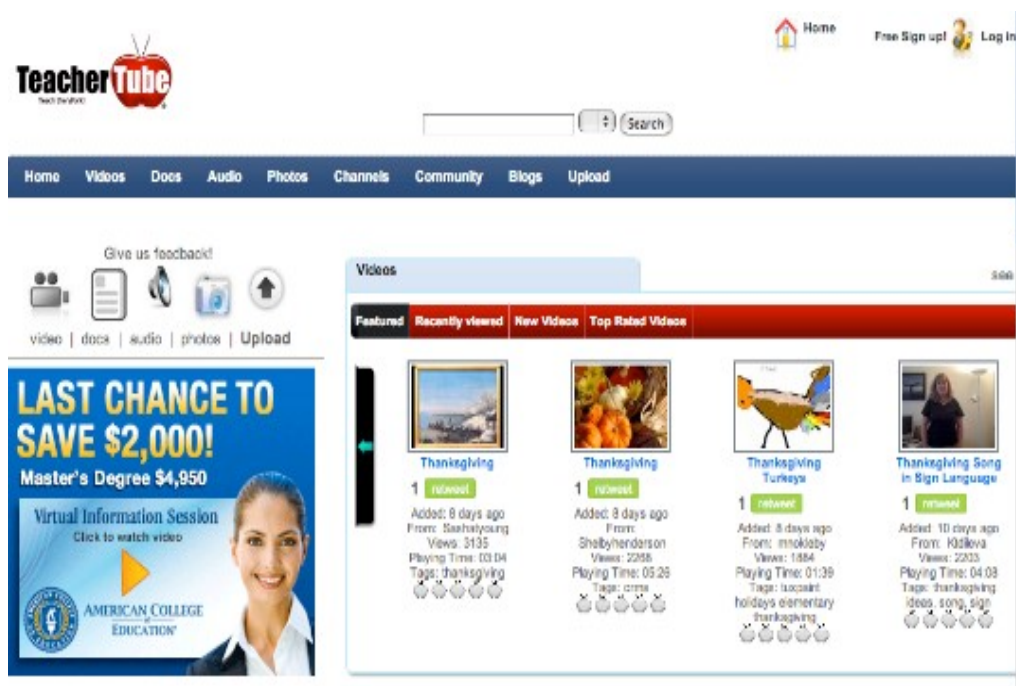
The first site you can post to is **schooltube.com**. This is a peer-reviewed service, meaning that nothing gets released for viewing to the site until someone has viewed and approved the video. This allows you to be reasonably certain that the content on this site is appropriate for your school. And unlike youtube.com, this site is not as likely to be banned or blocked by your filtering software. If it is, you can suggest to your technology department that they take a look at the site and determine whether this is a resource that can be used in your school district.

On schooltube.com, you as the educator can create a channel where you can post all of the videos submitted by your class(es). This allows for a quick and easy way to centralize all of the information. Students can also create free accounts for the site. When they do so, they're able to not only view and rate videos but also upload their own, which need to be approved by you before they can be viewed by anyone else. Since students can rate videos, it also provides a quick way to get feedback from their peers. Finally, once the video has been approved, other people can also watch them from anywhere in the world.



The second site you can post to is **teachertube.com**. This site is also a peer-reviewed service, meaning that nothing gets released for viewing to the site until someone has viewed and approved the trailer. This allows you to be reasonably certain that the content on this site is appropriate for your school, and not blocked by your filtering software.

What's nice about this site is that along with videos, you can also post pictures, audio files, and documents. The site can also be used as a community blog. Again, registering provides some benefits such as rating any media, uploading video and other documents, and participating in the community forum and blogs.



Of course, there are several other services that can be used. In a regular journalism or

video class, for example, it may be worth considering creating a podcasting channel on iTunes, if you know regular content will be added. The possibilities for distributing and presenting your material are endless, so experiment. See what works for you and what doesn't. No two people will have the same answer to integrating videos in their classes.

What we recommend:

- Create an account at both services. Sometimes one can be faster approving your uploads than the other, and it can make a difference if you are in a hurry.
- Be sure to check with your technology department if either of these services are blocked by your filters, or even to give them the heads up that you'll be doing this activity.

Pitfalls to look for:

- Make sure that if you are posting videos of students, that they have signed a promotional release and that this is on file with the administration. Most schools request permission from students' parents to use their pictures in things such as yearbooks, press releases, or classroom videos. If that's not the case at your school, or if you're not sure, get permission from your students' parents.
- It can take a few days for a video to be released to the public. Be sure to allow some time before students are asked to watch the videos.
- Large files will take longer to upload than smaller files, and will also take more bandwidth to download either at home or at school.

Sample Calendar for this project:

Day 1	<ul style="list-style-type: none"> •Introduction to the project Distribution of the scoring rubric and of storyboard. Viewing of examples of digital book trailers Evaluation of a book trailer
Day 2	<ul style="list-style-type: none"> •You must be done reading your book. Storyboards are due.
Day 3	<ul style="list-style-type: none"> •First day in the computer lab, fair use mini lesson. Citations mini lesson. Looking for images that match your storyboard.
Day 4	<ul style="list-style-type: none"> •Second day in the computer lab. Review of fair use. Looking for more images. Locating sound track.
Day 5	<ul style="list-style-type: none"> •Third day in the computer lab. By the end of today, you should have all of the images you will need to create your trailer. You should also have your soundtrack. This is your checkpoint. We need to see that you have all of the necessary information to be successful next week.
Day 6	<ul style="list-style-type: none"> •Fourth day in the computer lab Introduction to MovieMaker Work on book trailer
Day 7	<ul style="list-style-type: none"> •Fifth day in the computer lab Continue working on your trailer. You should have imported all of your images, and by the end of today you should have them all organized according to your story board
Day 8	<ul style="list-style-type: none"> •Sixth day in the computer lab All images, transitions, and titles will be completed by the end of the day. Your soundtrack will be added to the project.
Day 9	<ul style="list-style-type: none"> •Seventh and last day in the computer lab Exporting your trailer This is the time to complete the trailer, and make sure that it meets all requirements. Save your work, and export your trailer. Email your trailer to the instructor
Day 10	<ul style="list-style-type: none"> •Presentations and Self Reflection Watch the trailers. Write your self reflection.

Book Trailer Rubric				
Criteria	Exceptional	Proficient	Emergent	Beginning
Story Board & Themes	The story board contains all of the elements necessary to proceed with technology. The story board conveys themes relating to the book, presented in a logical order, without giving away the ending.	The story board contains most of the elements necessary to proceed with technology. The story board conveys themes relating to the book but not well organized or gives away the ending.	The story boards contains most of the elements necessary to proceed with technology. The story board conveys themes relating to the book but in no specific order, or gives away the ending.	The script & story board is incomplete, and does not contain the elements necessary to proceed with technology. The story board does not express the themes or main points of the book.
	6	5 4	3 2	1 0
Images & Transitions Selection	All of the images, graphics, and sounds enhance the content and create interest. Image and sound quality are high quality and appropriate. Audio and video work together instead of one overpowering the other. Images are clear and not pixilated. Image choices display creativity and higher level thinking which enhances the persuasive trailer. The images and transitions create a distinct mood that matches the story.	Most of the images, graphics, and sounds chosen contribute to overall understanding and create interest. Most of the images and sounds are high quality, with background audio in balance. Images are clear and not pixilated. Image choices display some creativity and higher level thinking. The images and transitions create a mood that mostly matches the story.	A few of the images, graphics, and sounds are inappropriate for the content and do not create interest. Some of the images and sounds are not high quality. Some of the images are pixilated. Image choices display little creativity. The images and transitions create a mood that matches the story some of the time.	Images and sounds are inappropriate and detract from the whole. Images and sounds are not high quality. Spelling errors exist in the captioned slides. Many of the images are pixilated. Image choices display little creativity. The images and transitions do not create a mood that matches the story.

	12 11	10 9 8	7 6	5 4 3 2 1 0
Soundtrack Selection	The soundtrack evokes a rich emotional response that is appropriate for the storyline.	The soundtrack evokes an emotional response that is appropriate for the storyline.	The soundtrack evokes an emotional response that is mostly appropriate for the storyline.	The soundtrack does not evoke an emotional response or is inappropriate for the storyline.
	6	5 4	3 2	1 0
Point of View	The point of view is established early in the trailer to emphasize persuasive writing, summarizing, characterization, mood, and identification of conflict and resolution. A clear focus is maintained throughout the trailer.	The point of view is established and emphasize summarizing, characterization, mood and identification of conflict and resolution. The focus on the story is maintained throughout the trailer.	The point of view is established but does not emphasize summarizing, characterization, mood and identification of conflict and resolution. The focus on the story is not maintained throughout the trailer.	The point of view is not established. The focus on the story is lacking throughout the trailer.
	6	5 4	3 2	1 0
Requirements	Fonts chosen are well-sized and easy-to-read. Consistent format for the entire project. Background, colors, and layout are consistent. Transitions flow smoothly. Entire book trailer is from 2 to 3 minutes long.	Sometimes the typography is easy-to-read but in a few places the fonts or size do not enhance readability. Minor format inconsistencies shift attention from the main idea. Background, colors, and layout are consistent. For the most part, transitions flow smoothly. Book	Typography is difficult to read and a variety of fonts are used. Some formatting is either under-utilized or over-utilized to decrease viewers' attention. Background colors and layout are distracting. Transitions are distracting. Book trailer more than 20 seconds too	Text is difficult to read due to inappropriate use of fonts, size. Much of the format is under-utilized or over-utilized. Background colors and layout are unattractive and difficult to read. Transitions are non-existent or detract from the work. Book trailer is too short or too long to

		trailer is a bit short or long.	short or too long.	hold viewer's attention or convey the themes of the book.
	22 21	20 19 18 17	16 15 14 13 12	11 10 0
Fair Use Requirements	Fair use guidelines are followed with proper use of citations in credits and all sources are used legally.	Most of the source information is cited with proper citations.	A couple of the sources are cited.	The sources of images and sound are not cited or are not used with permission.
	6	5 4	3 2	1 0
Citations	The citation page includes a MLA citation for each book and website that the student consulted. Each source is listed in the proper MLA format.	The citation page includes a MLA citation for each book and website that the student consulted. Sources are mostly listed in the proper MLA format.	The citation page does not include a MLA citation for each book and website that the student consulted. Sources are mostly listed in the proper MLA format.	The citation page does not include citations, or the citations are not listed in the proper MLA format.
	6	5 4	3 2	1 0
Overall	Assignment exceeds the requirements as outlined. Excellent work on the part of the student.	Assignment meets the requirements as outlined. Good work on the part of the student.	Assignment meets the minimal requirements as outlined. Acceptable work on the part of the student.	Assignment does not meet the minimal requirements as outlined. Unacceptable work on the part of the student.
	22 21	20 19 18 17	16 15 14 13 12	11 10 0

Total Score ____ / 75

Comments:

Story Board

This story board should reflect all of the images and the text you will search for on the internet. It also needs to indicate the type of music you will use to illustrate the mood of your story. Completing a story board will allow you to use your search time in the library effectively.

Description of Image:

Text associated with image :

Description of Image:

Text associated with image :

Description of Image:

Text associated with image :

Description of Image:

Text associated with image :

Description of Image:

Text associated with image :

Description of Image:

Text associated with image :

Music:

Page ____ of ____

Name: _____ Date: _____

Plus, Minus, Interesting?

As you watch your colleagues' book trailers, we want you to provide them with feedback on how well and how appealing their project was. This form is a quick informal evaluation of someone else's work. Write down one plus, or positive thing, that you liked about the book trailer you just watched. Write down on minus, or negative thing that you did not like about the book trailer; and write one interesting thing you discovered about the trailer.

Plus: _____

Minus: _____

Interesting? _____

Name: _____ Date: _____

Plus, Minus, Interesting?

As you watch your colleagues' book trailers, we want you to provide them with feedback on how well and how appealing their project was. This form is a quick informal evaluation of someone else's work. Write down one plus, or positive thing, that you liked about the book trailer you just watched. Write down on minus, or negative thing that you did not like about the book trailer; and write one interesting thing you discovered about the trailer.

Plus: _____

Minus: _____

Interesting? _____

Name: _____ Date: _____

Student Reflection & Self-Assessment

We want you to reflect on the skills you learned and displayed in this project, and the knowledge you acquired during the reading and the making of your digital book trailer. Please answer the questions below as well as you can.

Please list four skills you learned during this project. Where else can you use these skills?

What was the most persuasive and convincing part of your book trailer?

What do you consider to be the best part of this project? Why?

What do you consider to be the hardest part of this project? Why?

If you had to redo your project, what would you change? Why?
