

# Minnesota Writing Project

## ---Demonstration Lesson---

**Title of lesson:** 10 Quest Capstone - Imagined Book Trailer and Artist's Statement

**Suggested grade/age:** Parts of it could be adapted to younger students; I think it is best fit for early high school.

**Approximate time needed to complete lesson:** Three weeks

**Learning objective(s) and significance of lesson:**

This lesson allows students to take the skills of analysis that we have worked on all year and combine them with creative writing and ideas that they are passionate about. Additionally, this summative assignment involves reading, writing, speaking, listening, and use of technology. It is high interest in that it involves a lot of student choice and also highly rigorous in that students are striving to meet high expectations in a wide array of tasks.

**Brief summary/outline of lesson:**

This unit is the final unit of the year, so most of the steps and thinking have been practiced in large groups, small groups, and independently throughout the year. It takes all of the skills we have worked on through many class texts and one choice text and asks students to make a creative culminating project.

### **The Project**

The final project for this class requires students to create an original digital text (iMovie and Google Slides are two possibilities) in which they will present imaginings of the ultimate book, one that would captivate the student on a number of levels.

- This book features a plot and setting(s) that capture the imagination. It may be historical, futuristic, utopian or dystopian, realistic fiction, etc.
- This book features sympathetic characters. This may even include the antagonist(s). Their relationships and interactions are plausible and believable.
- This book features a theme about which the student is passionate. (Remember that a theme is a central idea that is communicated figuratively through the elements of literature such as plot, character and literary devices such as metaphor or symbolism.)
- The conflict of this text is nothing less than riveting. Whether the main conflict is internal or external, it is one of the elements of the book that prevents the reader from putting it down.

## The Process

The capstone will be completed both in class and as homework.

1. Students create Google folders called 10 Quest Capstone.
2. In class we go through a variety of prompts to get ideas moving.
3. Students create outlines for their books and store it in the Google folder.
4. Writers conference with teacher and peers throughout.
5. Students collect images, videos and music and store them in the folders.
4. Students write organized, revised and edited artist's statements to use to present the book to the class. The document includes:
  - a. summary of the imagined book's plot
  - b. examination the main conflict(s) and theme(s) and their significance
  - c. character descriptions for the main character(s)
  - d. discussion of the images and music you used
5. Complete the trailer and store it in your folder.
6. Present the trailer and artist's statement.

## The Presentation

Students will present their book in the form of a **book trailer** created via iMovie or slide show and present their **Artist's Statement** to classmates.

## **Related Resources:**

We have 1:1 iPads, so that makes creating the iMovies easy in terms of access. They also use Google Docs to store the stages of their invented book and trailer, and Schoology helps them to be very clear about what step is due when. All handouts and mentor texts are also accessible via Schoology for students and their parents to have them whenever they need.

**Possible extensions or adaptations for different purposes/student needs:**

For additional information, contact:

[erin.whitcraft@spps.org](mailto:erin.whitcraft@spps.org)