Creating Book Trailers

A Lesson Exploring Personal Craft and Creativity

Annie Tremonte[1]
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An individual project submitted in partial fulfillment of the requirements for EDTC 6102 in pursuit of a Masters degree in Digital Educational Leadership at Seattle Pacific University. This secondary school language arts lesson plan, based on the ASSURE model, is a multi-day lesson plan for educators wanting to teach students how to create book trailers that both highlight their knowledge of a recently read novel and entice other potential readers.

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[1] www.annietremonte.com

Phase 1

Introduction

In this lesson students will create a book trailer highlighting their knowledge of a recently read novel. The goal is for the trailer to engage a potential new reader and share important literary elements of the story (tone, theme, characterization, setting, etc.) in a structured but creative and innovative way.

Analyse the Learner

The learners for this project are seventh grade, advanced language arts students (total of sixty students in two sections). The advanced language arts course is self-select. Therefore, there are no prior competencies required to enroll in the course. Overall, the students in these classes are intrinsically motivated and, often, have educational support at home. Last year's MSP Reading standardized test scores indicate that a majority of the students earned a level 4, indicating above standard mastery in reading. Additionally, they do not generally have behavioral concerns. While this describes the majority of the students in the class, there are still students that fail assignments, struggle to keep pace with the workload and maintain organizational function. This class moves at a fast pace, has an increase workload, and requires more self-drive from students than the general education classes. With regard to technology, a majority come to class with a device, allowed by my BYOD policy. Possessing a personal device is not a requirement, as both desktop computers and laptops are available for use in the classroom at all times. I do have students of various cultural backgrounds, students that have transferred out of ELL services, and students with 504 accommodations. Their learning styles and preferences vary dramatically. Overall, these details indicate that most students are highly capable and require challenges and high expectations to meet their potential, but there are still students that require remediation and scaffolding.

Standards

Common Core Standards
> **English Language Arts Standards » Reading: Literature » Grade 7**
> **Key Ideas and Details:**
> CCSS.ELA-LITERACY.RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

ISTE Student Standard
> **1: Creativity and Innovation**
> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
> a. Apply existing knowledge to generate new ideas, products, or processes
> b. Create original works as a means of personal or group expression

Objective

Middle school, advanced language arts students **(audience)** will demonstrate above standard mastery in creativity and innovation **(degree)** on all rubric criteria **(behavior)** by independently analyzing story elements to generate original and creative book trailers using digital tools **(condition)**.

Mastery of Standard

Above standard mastery of ISTE 1 will be determined using the [Creativity and Innovation Rubric](#) for project-based learning from bie.org. Although it is Common Core aligned, the Common Core Reading Standard outlined above needs to be assessed. Additionally, students need to be assessed on their ability to include the necessary elements of a trailer. Given that the learners are highly capable, and likely to include all basic requirements of a project, students will be asked to complete a Google Form to self-assess their mastery of the reading standard (inclusion of elements of literature: theme, characterization, setting, tone) and their inclusion of necessary book trailer elements (production quality: image/video, soundtrack music, narration, effects/transitions, titles, copyright laws, length) prior to submission.

Phase 2

Strategies, Tech, Media, and Materials

Environment: Face-to-Face

This lesson is designed for a face-to-face environment, as this is the standard environment in place. My intended audience is seventh grade language arts students who may or may not have worked with digital tools or created a book trailer before. Face-to-face instruction allows for conversations, time for questions and answers, differentiation, and peer interaction. Given the distribution of online materials, students can still utilize online instruction independently to review.

Session Length

This lesson is intended as a mini-unit of five 50 minutes sessions. This length will provide an appropriate amount of time for students to watch and analyze existing book trailers, learn about digital tools that might be appropriate for this project (day 1), draft a storyboard and receive feedback (day 2), learn about copyright and fair use, search for images and music, create a book trailer (days 3 and 4), share the book trailer and reflect on the process (day 5).

Technology Tools and Devices

For direct instruction, it is important to have access to a computer and document camera with projection capabilities for direction instruction and modeling. Students should come with devices that they regularly use (e.g., laptops, iPhones, Kindles, etc.) as this lesson is designed to function in a BYOD classroom. Personal devices (BYOD) are not a requirement for this lesson as desktop computers and laptops will be available for student use in the classroom as well. It might be prudent for some lessons within this unit to be held in computer labs as well.

Digital Tools

The following resources appear to fulfill the needs of a dynamic production, have an appropriate level of difficulty and engagement for middle school students, and are all free online tools or apps.
- Animoto
  - Animoto is an easy-to-use free online tool which utilizes video, images and sound to create a trailer.
- iMovie for iOS
  - iMovie for iOS is user-friendly and would be more appropriate for a beginner. The app even has a "trailer" option, with templates available for selection. It provides a scaffolded process for students to create an outline and storyboard as they work.
- PowToon
  - PowToon is a free online tool designed for simple digital storytelling and doesn't require a lot of tutorial before feeling comfortable enough to begin.

Materials
- Videos:
  - Children's Book Council YA Book Trailers
  - Common Sense Media: Copyrights and Wrongs
- Handouts:
  - Digital Tools Options
  - Requirements for Book Trailer Assignment
  - Storyboarding Worksheet
  - Creativity and Innovation Rubric

Teacher-centric: Direct Instruction & Modeling

The unit is formatted to use direct instruction that incorporates the following elements:

Success

What will we do to make sure our students are successful?
- Devote time to discussing the ideal of digital storytelling and outlining important elements
- Specifically highlight the need to storyboard their ideas first
- Conferencing to provide feedback prior to moving forward with trailer production
- Model and expose them to vetted digital tools for creating book trailers
- Encourage student to work with peers who are experimenting with the same digital tools
- Provide time to ask questions regarding their anxieties and concerns unique to their situation
- Provide time to process requirements shared and consider challenges
- Provide takeaways with place for student notes to refer back to:
    - Digital Tool Options
    - Requirements for Book Trailer Assignment
    - Storyboarding Worksheet
    - Creativity and Innovation Rubric
- Ask students to share what they learned at the end by completing a personal reflection

Utilize Tech, Media, and Materials

Preview Tech, Media and Materials
- Preview online media resources to verify link access and ensure videos are appropriate for age level and lesson length

Prepare Tech, Media and Materials
- Handouts printed with place for notes (have available in digital form if needed).
- Adequately bright video projector
- Computer and document camera that connects to the video projector
- Wireless network connectivity if accessing online resources
- Audio capabilities from computer
- Backup plans in place:
    - Presentation saved in multiple locations
    - Download materials beforehand
    - Alternative technology available for students whose personal devices fail

Prepare Environment
- Use mobile desk and chairs, if available, to create groups based on commonalities of age or content area taught
- Have laptop cart accessible to students
- Have wifi log-in instructions and device policy easily visible

Prepare Learners

Students will be prepared…
- with the learning objectives and requirements for the assignments, specifically the rubric in order to frontload expectations

- with the agenda for the unit to understand the process
- with a basic understanding of copyright and fair use in order to search images and music appropriately
- by reviewing the elements of literature prior to the start of the lesson
- to bring their novels and devices to class to ensure productivity

Phase 3

Provide the Learning Experience

The learning experience has been created to incorporate all the aspects of "Require Learner Participation" for the ASSURE model. In each of the five lesson steps (Link/Engage, Direct Instruction, etc.) there are annotations about the learning experience with a one-letter identifier that corresponds the "Require Learner Participation" subheadings. This is meant to keep the document as simple and as organized as possible.

Require Learner Participation

Require Active Mental Engagement by Learners (R)

Engage Learners in Practice of New Knowledge or Skills (E)

Support Learning with Tech and Media (S)

Provide Performance Feedback Prior to Formal Assessment (P)

Link/Engage (1)

Students will be engaged into the lesson through the presentation of existing popular book trailers, using the YouTube channel The Children's Book Council YA Book Trailers. This will invite analysis of effective construction, as well as excite students for their future projects. Students will complete a two-step process in order to better understand what makes a book trailer effective.

● Lightning Round Book Trailer Evaluation (R) (S)
During this step, students will watch eight pre-selected trailers showcasing a diverse set of styles and use the chart to identify elements of the trailer that are effective or ineffective, in addition to make comparisons between them.

● In-Depth Book Trailer Evaluation (R) (S)
Students will then select one trailer of their own choice to watch multiple times while completing a more in-depth analysis to determine what elements they may want to use or avoid in their own project.

● Think, Pair, Share (R) (E)
Students will use their evaluations to answer the following questions in pairs.
  ○ What influences what we choose to read?
  ○ Which book trailers made you want to read the book? Why?
  ○ Which book trailers did not entice you to read the book? Why not?

Direct Instruction (2)
● Assignment Requirements
The Requirements for Book Trailer Assignment will be reviewed in order to set expectations for the assignment and outline key requirements as a class. This will also allow students a chance to ask questions they may have as it relates to their own novel.

- Copyright and Fair Use (S)
[Copyrights and Wrongs](#) video from Common Sense Media will be shown to provide students with a background on copyright and fair use laws. Students will be pointed in the direction of resources such as the [Creative Common Search](#) tool to find and use fair use resources in their trailers.

- Digital Tools (S)
The basic use of three [Digital Tool Options](#) will be modeled in order to familiarize students. A [Digital Tool Selection Chart](#) will also be outlined for students to use in case they are interested in selecting a different digital tool. Privacy concerns will be reviewed with students to prevent the uploading of personal projects into public spaces. As such, if students sign up for Animoto or PowToon, they will be prompted to sign-up for the educational version of the tool to maintain privacy.

Active Participation/Practice (3)

- Storyboarding Process (R) (E)
Students will complete a [Storyboard Worksheet](#) prior to beginning work on their trailer to outline the sequence of images and events they will share with their viewer. Each frame will be sketched and annotated to assist students in their drafting process.

- Conferencing (P)
Conferences will be held with students in order to review their plan for the book trailer in detail. Based upon their preliminary work on their storyboard, potential complications and concerns can be addressed and formative,constructive feedback can be provided inform student work.

- Book Trailer Creation (R) (E) (S)
Students will work independently to...
    - Experiment with digital tools and make a selection based upon the requirements and their needs
    - Search for images and music with consideration paid to copyright and fair use
    - Problem solve/troubleshoot digital tool and technology issues
    - Draft and revise book trailers to meet requirements

Review/Debrief (4)

- Presentation
Students will share their trailers in a viewing party at the end of the unit in order to foster a collegial and collaborative environment, as well as celebrate their work.

- Reflection (P)
Students will complete a one-page reflection on their project process, highlighting their challenges and successes.

Assessment (5)

- Self-Assessment (R) (E)
Students will self-assess their inclusion of the [Requirements for the Book Trailer Assignment](#) prior to submission.

- Formative Assessment (P)
Students will be assessed using the [Creativity and Innovation Rubric](#).

Phase 4

Evaluate and Revise

Use of traditional and authentic assessments to determine learner achievement of standards and objectives

I chose to use a combination of assessment methods for this assignment. First, students are asked to self-assess their incorporation of the requirements. This acts as both a self-assessment tool for students to maintain ownership of their work and a scaffolding method for students to finish all of the necessary elements prior to submission. Additionally, the teacher uses a more traditional assessment method by using the [Creativity and Innovation Rubric](#) to assess higher level thinking skills. I did find that some students required more scaffolding. As a result, I assisted their self-assessment process by asking the guiding questions of them on a spiraling basis.

Examine instructional process and impact of using tech and media

Students can be an important source of feedback when considering the quality and usefulness of teaching methods. Since this was a new lesson in my classroom, I thought it was important to seek their input on the process. Student surveys or evaluations can also send the message that it is important to acknowledge student voice. I used a method similar to the Attitude Scale from Smaldino, et. al, to create the following evaluation (2012, pg. 57).

Project Evaluation

Please rate each statement on the extent to which you agree.

(A) strongly agree   (B) agree   (C) undecided   (D) disagree   (E) strongly disagree

1. My knowledge of the upcoming book trailer project motivated to finish reading my novel in time.
2. I was engaged in the project because of the use of technology.
3. I was eager to learn about new digital tools.
4. The design of this project helped me to better comprehend my book.
5. I was proud of my work upon completion.
6. If I had a choice, I would use digital storytelling again for another project.
7. The different steps outlined by the teacher helped me to complete the project on time.
8. I enjoyed the viewing party of everyone's trailers at the end of the project.

Modifications to address any concerns

I was able to start this lesson while I was still creating it, a process not unlike many instructional situations. This have me the opportunity to reflect on the process in real time, modifying it at various phases. Some important examples follow.

Digital Tools: Lessons Learned

● Unfortunately, it wasn't until I had already started modeling digital tools to students that I addressed the issue of COPPA compliance. I surveyed their age (all but two students were thirteen years old), and recommended that they chat with their parents about signing up for any tool. I also spoke separately with the only two twelve year old students to understand their needs.
● Animoto requires an educational code (obtained when you sign up as a teacher to be used for up to 50 student accounts) for students to present a finished product without a watermark and longer than 30 seconds. The educational code comes with recommendations to use the tool with students thirteen years of age and older, and to inform students to avoid presenting personally identifiable information online. Finished videos are not publically searchable, but can be openly accessed with the published URL address.

- PowToon's educational version is a paid upgrade. Without the educational version, finished PowToons are also openly accessed with the published URL address, but not publicly searchable.
- I taught this lesson in a multi-age elective course. My typical student is in seventh grade and is not thirteen.I am still trying to understand how to best provide unique digital tools to adolescent students, provide choice, and enact best practice with regard to student privacy concerns.

Requirements Handout

- The Requirements for Book Trailer Assignment handout, which doubled as a self-assessment form, needed guiding questions, as well as additional space for students to fully understand its intended use. The intention being for students to explain how they created and included important elements, especially if the elements wasn't readily apparent in the trailer. For example, if the theme of the story wasn't textually placed across one of the frames, how was it apparent to the viewer. Sometimes students took creative, more complex approaches which worked, but needed to share this with me in order to show their awareness. This additional focus on writing also provided an opportunity for students to reflect on their work, a valuable part of their creative process.

Resources

The Children's Book Council. (2013). YA book trailers. [Video file]. YouTube. Retrieved from

https://www.youtube.com/playlist?list=PLF5316EC25DD56E15

Buck Institute for Education. (2013). 6-12 Creativity and innovation rubric (ccss aligned). Retrieved

from http://bie.org/object/document/6_12_creativity_innovation_rubric_ccss_aligned

Common Sense Media. Copyrights and wrongs (9-12). [Video file] Retrieved from

https://www.commonsensemedia.org/educators/lesson/copyrights-and-wrongs

Dawson, A. (2012). Book trailer planning sheet. Wikispaces. Retrieved from

https://5-6dateps.wikispaces.com/file/view/Book+Trailer+Planning+Template.pdf

Smaldino, S. E. (2012). Instructional technology and media for learning. Upper Saddle River, N.J:

Pearson/Merrill/Prentice Hall.

Handout: Digital Tool Options

This handout covers digital tools that are suggested, but not required, for creating your book trailer. You can can also choose a digital tool of your choice by using the flowchart linked below. Take notes below as the following tools are modeled by your teacher. If your tool selection requires an email address, you may want to chat with mom and dad before signing up. Additionally, you want to think about how your work will be published upon complementation. Some tools will publish your work publicly if you have the free version. If this is the case, perhaps you also want to chat with mom and dad OR choose to not use your full name when you sign up if possible. Lastly, don't forget to look for educational versions when you sign up. Educational versions are usually free and provide students with options that otherwise might cost money.

Animoto

Why would this be a useful tool for you?	What challenges would you have with this tool?

iMovie of iOS

Why would this be a useful tool for you?	What challenges would you have with this tool?

PowToon

Why would this be a useful tool for you?	What challenges would you have with this tool?

Digital Tool Selection Rubric

SELECTING THE RIGHT
DIGITAL TOOL

PROJECT REQUIREMENTS

START

Will this tool allow me to meet the
objectives and requirements of the   NO
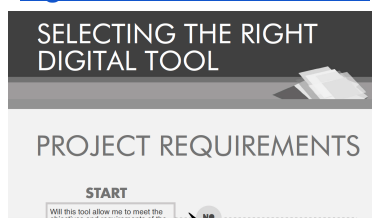
Handout: Requirements for Book Trailer Assignment

After reading your novel, you will create a teaser that uses digital storytelling to entice other students to read the book. Below are the requirements for you project. You will use this handout to self-assess your inclusion of these requirements. You might want to ask a peer to view your trailer and answer the questions below. If they cannot, then your trailer might need some additional revision. When you submit your assignment, you will need to thoroughly explain how you achieved the inclusion of these requirements. It may be that an element is included and evident, but not directly labeled in the trailer. If this is the case, please explain.

Elements of Literature

Characters   _____/_____

Did you identify the **protagonist** and **antagonist** clearly? Or, did your visuals, text, or narration make these characters understood? Please explain.

Abbreviated Plot   _____/_____

Is the basic plot evident to the viewer? Did you highlight the exposition and rising action? Did you make sure not to give too much away? Is the viewer's interest peaked? Does the viewer want to know what happens next?

Setting   _____/_____

Is the location and time period apparent (e.g., if the novel is dystopian, scenery clearly illustrates a world of the future)? Did you address this specifically or make it clear through your images and sound?

Mood   _____/_____

Does trailer exemplify the same overall mood as the novel? Does your music fit the mood? What about your images? (e.g., a serious storyline is not confused by cartoon imagery) Does the trailer create an emotional response in the viewer?

Theme   _____/_____

Do you state the theme directly? Or, does your narration, text, images, etc. present the overarching theme to the viewer?

Images and Sound   _____/_____

How do I purposefully use images and sound to create an emotional response and contribute to the overall mood and theme of the story? Do you own the music you have included? Is it approved to sue by the digital tool? Have you searched for an downloaded music with a creative commons license using a tool such as http://search.creativecommons.org/?

Copyright and Fair Use   _____/_____

How have I determined that the images and music I selected are legal and appropriate to use under copyright and fair use? Did I use http://search.creativecommons.org/ to search? Did I use my own images and music?

Narrative Craft / Transitions and Length   _____/_____

How did I present information in a logical sequence that is easy for the viewer follow? How long an image stays on the screen (3 seconds recommendation)? Why did I choose to have certain images or shots stay on the screen longer (e.g., more text to read or the need to spotlight/focus the viewer's attention on something important or meaningful, might require a longer shot? What is the overall length of my trailer? Is it an appropriate length to keep the interest of the viewer?

Handout: Lightning Round Book Trailer Evaluation

	Book Title	I noticed...	I'd like to try...	I'm still wondering...
1				
2				
3				
4				
5				
6				
7				
8				

Handout: In-Depth Book Trailer Analysis

Title: _____

I encourage you to watch a trailer for a book that you haven't read. This way you will be able to provide an unbiased evaluation of how effective the trailer was at hooking you to read the book!

Words/Text: What words were used? What purpose did they serve?

Music & Sounds Effects: Describe the music or sound effects used? What happens when you watch the trailer without sound? How does the overall mood change?

Images: Was video or still images used?

Pacing: How is the pacing used throughout the trailer? About how long was the trailer? Was the time used efficiently? Were you able to absorb everything you saw? Did you get bored?

Mood: What kind of mood was created for the viewer? Did images, sound, or pacing contribute to the mood?

Plot: What do you think the story is about? Did you need more information? Did they give away too much? Or, if you've read the book, was the

Narration: Was there a narrator? What effect did narration have on the trailer?

Setting: Where and when is the story?

Rating: Why do movie, book, and even restaurant critics use ratings scales? How do they help a potential viewer, reader or even diner? On a scale of one star to five stars, how would you rate the effectiveness of the trailer? Does it intrigue you to read the book? Why?

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