

Facilitation Guide

Movie Trailer Odell Chapter 9



EXPERIENCE OVERVIEW

Students will work in small assigned groups to create a movie trailer of a contemporary production of *The Great Gatsby*. This culminating project will be the synthesis of the skills acquired in the previous chapters.

Standards

COMMON CORE STATE STANDARDS

- [CCSS.ELA-Literacy.RL.11-12.3](#) - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

MARYLAND STATE ARTS STANDARDS

- E:9-12:1: Access, evaluate, use and manage multiple types of media (video, sound, still pictures) with academic content to produce one media product that has a consistent theme.
- I:9-12:1: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, project designs, prototypes, and production processes for media arts productions.
- I:9-12:1: Evaluate media art works and production processes using identified criteria.
- I:9-12:1: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes and values in society.

Getting Ready

WHEN TO TEACH

- This project is designed to be done after the students have read the full novel, either prior to or in conjunction to the curriculum lessons that follow the completion of the novel.

RESOURCES AND MATERIALS

- Rubric
- [Film Techniques Resource Sheet](#)
- [Theater/ Drama Resource Sheet](#)
- [Fashion Design Resource Sheet](#)
- [Visual Arts Resource Sheet](#)
- Journal Entry Prompt
- Project Checklist with Planning Materials
 - Group Roles/Responsibilities sheet and Community Agreements
 - Brainstorming Notes or Concept Map
 - Character Profiles for selected at least 2 featured characters
 - Copy of Screenplay
 - Soundtrack songs featured (at least 1 song)
 - Storyboard
- Glows and Grows Template

ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



🔗
**VIDEO
PLAYLIST**



↓
EXIT TICKET



🔗
MATERIALS
GOOGLE FOLDER

TEACH

Prep

- Before the unit, you'll want to consider the following:
 - Number of students
 - Groups can be as small as 3 but as large as 6. Just make sure you take into consideration how much support you'll be able to offer if you decide to make more smaller groups (3-4 students) instead of making less amount of the full groups (5-6 students).
 - Access to Technology
 - Consider whether you'll need access to a computer lab or other equipment that is not ready to use consistently, or have the students divide the role responsibilities in the group based on comfort and familiarity with tools needed for editing, etc. (This can include expert Social Media users, because of the experience editing videos) This is also why we recommend you intentionally group based on strengths, learning modalities, and interests.
 - Time allotted in class and how much you can realistically assign students to complete outside of class. One variation is you may not actually require them to complete the filming portion, and just complete all of the steps that are needed to write and produce a movie trailer.
 - Decide before the unit begins, how long approximately you have to complete the unit, while hitting the priority content standards. As you lay out your timeline, you may decide that you can't do all of the activities, in which case you can cut certain activities short or omit them entirely. However, if you plan on doing the movie trailer project and have to omit activities, prioritize Chapter 6, 7, & 8 since they involve skills that will prepare them for creating the trailer. Be liberal with your time estimates so you don't run out of time.



VIDEO TUTORIAL



VIDEO TUTORIAL



GOOGLE DRIVE

Introduce

- Show them 2-3 movie trailers, one of which is of the movie "Gatsby." Try to pick trailers that also feature some of the components from the rubric (Soundtrack clips, costumes, symbolism, dialogue, etc.)
- Have the students (either as a class or starting in small groups) brainstorm all of the common components of the trailers and make a concept map as a whole class, guiding them towards some of the components on the rubric (Either encourage students to copy the concept map in their notes, or print it out and distribute copies for them to keep).

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Planning

- Pass the rubric out and have them compare what they see on the rubric to the ideas on the concept map, marking the ones on the rubric in a distinct way (highlighted, circled, etc.) This way they know that those marked items are requirements whereas the others are optional but could enhance their project's quality (reinforces planning and prioritization, which is an important executive function)

In their Small Groups, the students...

- Look over the checklist and ask questions as needed
- Have them collaboratively create community agreements that they can hold themselves and one another accountable for
- Delegating Roles and Responsibilities within the group
- Exchange Contact information (if work is expected to be done outside of class time)
- Make a general timeline for working through the steps. This may be something that you decide for them so you can model chunking larger assignments (reinforcing the Executive Function of Time Management)
- At minimum, have them brainstorm on the type of contemporary version they'll be working with. Examples that you may want to gently hint at without handing to them include but aren't limited to: Sports themed, Gothic/Emo, Queerness, themes that center politics or contrasting belief systems, etc.).
 - **TIP:** If a particular topic is one that's not as familiar to you, seek support in learning how to best support the students and facilitate discussions around that topic. See our resource list for where you can find more information

Offer sufficient class time to work on the project, as well as share out ideas and ask questions among other students. This can encourage the value of seeking, accepting, and responding to feedback from others.

- Depending on the time you designate for them to work in class, the groups will be expected to move through the checklist as independently as possible, and seeking support from you only as needed, having them submit materials or notes on what's done each time, for your review.
- Provide feedback as quickly as possible so that they can incorporate it into their work during the next time they meet.
- Review procedures with them for the use of any equipment if they are using any school equipment (though having them use their phones is recommended since many are familiar with the technology).
- Set a submission date for them to turn in all draft materials prior to presenting their final project.

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Screening

- During their assigned day/time slot to present their trailers, provide the class with a stack of “Glows and Grows” Feedback slips, and tell them to offer their feedback on the final product. As needed, review the difference between glows and grows and how to offer constructive feedback and quality compliments.
- Have students grade themselves as a group using the rubric, as well as complete a journal reflection on the project’s completion process.
- Collect the following materials: journal reflections, the group’s self grade, and a file of their completed project (all of which could be done electronically)