Facilitation Guide

Storyboard
Odell Chapter 8

EXPERIENCE OVERVIEW

Students are tasked with creating a storyboard of the events that take place throughout various parts of the chapter for a contemporary production of the novel, using script writing and filming techniques they've learned in activities prior to this point in the novel.

Standards

COMMON CORE STATE STANDARDS
- CCSS.ELA-Literacy.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MARYLAND STATE ARTS STANDARDS
- I:9-12:1: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes and values in society.
- I:9-12:1: Demonstrate and employ artistic, design, technical, and soft skills in managing and producing media artworks.

Getting Ready

WHEN TO TEACH
- The Storyboard activity is recommended for use following Chapter 8 since it's the climax of the story. However, if you are not able to do all of the activities and would like to use this activity at another point, just make sure it follows all of the other activities before the Movie Trailer, to additionally reinforce that the storyboard is one of the final steps before any work is filmed.

RESOURCES AND MATERIALS
- **Film Techniques Resource Sheet**
- **WATCH: How to draw an A-Grade storyboard**
- **Blank Storyboard**

ARTS INTEGRATION MATERIALS

CONCEPT MAP

VIDEO PLAYLIST

EXIT TICKET

MATERIALS
GOOGLE FOLDER

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ARTS EVERY DAY
IN BALTIMORE CITY PUBLIC SCHOOLS

TEACH

Implementation

- Review the events from Chapter 8 and add to your ongoing concept map of themes and messages, since Chapters 7 and 8 both introduce this idea of revenge and manipulation through dishonesty
- Since you're only one step away from the final project, see if you can generate some ideas from the class of what artistic skills they have learned/covered so far in the unit and generate ideas they still would have to learn before diving into the movie trailer assignment. They may come up with a variety of answers, and may need guidance on the answer you're looking for, which is "Storyboards" or creating a rough draft.
  - This is a new concept for many of them, so you will want to make sure you slow this part down and emphasize that it is one of the most important parts of any group project, because it is the rough draft, that makes sure that all parties involved are on the same page as to what the final product will look like.
- Using the **Film Techniques Resource Sheet** we've provided and the Youtube video **"How to draw an A-Grade storyboard"** walk the students through the basics of a storyboard and reinforce the idea that this puts it all together and makes sure that the vision for all of the parties are in alignment. You will also want them to use the sample storyboard you've provided to see how it all comes together and what it should look like when they are done.
- This is less of a whole group instructional activity, because the resources can be made accessible to them for them to refer back to throughout the process. Also, that gives them some time to map out a very general structure or timeline for their idea for the movie trailer project. Because of that, the students will only have to create a storyboard for a specific passage, because you'll be able to see within 2-3 steps if they understand the process.
- Give them a specific 10-15 minutes of time to spend working together towards the end of class to fill out the **"Initial Planning" Handout** which consists of just a few storyboard boxes and a space to write out a constructed response that describes their concept for the contemporary version of the novel. It also asks them to use the checklist to identify specific contributions that they can bring to the group's efforts (E.G. I can use my TikTok editing skills to edit the movie clips)

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VIDEO TUTORIAL

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GOOGLE DRIVE