

# Holocaust Book Trailer Project

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## Project Goal

Students will create book trailers based on Holocaust novels, memoirs or diaries using plot, setting, and characters (not giving away too much) to entice others to read the book.

## Project Plans

1. After a comprehensive unit on the Holocaust, students were given the choice of the following books to read (based on Lexile levels etc...)

*Night* – Elie Wiesel

*Sharing is Healing* – Noémi Ban

*I Have Lived a Thousand Years* – Livia Bitton-Jackson

*The Devil's Arithmetic* – Jane Yolen

*Friedrich* – Hans Peter Richter

*The Island on Bird Street* – Uri Orlev

*Milkweed* – Jerry Spinelli

*The Man from the Other Side* – Uri Orlev

*Twenty and Ten* – Claire Huchet Bishop

*Number the Stars* – Lois Lowry

*Joe's Worst Nightmare* – Barnett M. Lichtenstein (not published yet, part of pilot program.)

2. Books were read in class, students were given some tasks to complete aligned with CCSS (compare/contrast with top-hat organizer, character analysis and historical fact finder). Once a week students met in book groups to discuss their books.

## Teacher Preparation

1. After completion of the books, the book trailer project was introduced.

- I created a book trailer using iMovie on my iPad. I completed mine on *Touching Spirit Bear* by Ben Mikaelson, which I had used as a read aloud with my eighth grade students. It was important that I go through the process first, so I could model and teach my students how to use iMovie, use the transitions correctly, learn how to save pictures, add additional text using PowerPoint and saving as a jpeg image to upload to Google Drive for use later.

2. I chose four of the pre-made iMovie trailer templates that were appropriate for the subject.

Templates chosen were:

- Narrative
- Adrenaline
- Expedition
- Scary (only to be used possibly with *Joe's Worst Nightmare*)

3. Storyboards were created for students to complete before they ever received an iPad to work with.
4. A check list was created that was later used to create the scoring rubric. The check list was developed for students to use while working.

### Student Process

1. Students watched the trailer I made on *Touching Spirit Bear*. Class discussion was held on how much to give away, what should/shouldn't be given away, what will hook the potential reader and build tension etc...
2. Students were taught what a film treatment is. A treatment, in the film industry, is the first draft of a screenplay for a motion picture, television program etc... It is an overall vision of what the film will be. With their project partner, students drafted, for approval, a one to two paragraph treatment for their project. Some re-writing, more details etc... were necessary for this. Students could not begin their storyboards until their film treatment had been checked off and approved.
3. The check list of project requirements was handed out and then put under the document camera. The check list was gone over and explained in class with time for questions and discussion.
4. Students, with their project partner, chose the storyboard template they wanted to use for their trailer. I modeled the storyboard process by showing them the storyboard that I completed for the book trailer on *Touching Spirit Bear*. Students then began the process of working cooperatively to fill out their storyboard with the text and pictures or film ideas for their trailers. **\*The storyboard process took about a week (working every day at least 30 minutes) for most groups.**
5. Once the storyboards were checked off as complete, students were able to start working on their book trailer on an iPad Air with their partner.  
**\*Note: In order to add additional text to their trailers, student made slides in PowerPoint, saved them as jpeg images, uploaded them to their Google Docs account, then opened them and saved them to the camera roll on their iPad.**
6. When students believed their project was complete, they had other students view them, making sure they could read them (that they didn't go too fast), look for grammar and spelling mistakes etc... **\* I did move around the room while students were working looking at projects, making suggestions etc... during the process.**
7. When a project was finished, the trailer was airdropped onto the teacher iPad to be assessed. A rubric, based on the student check list, was used to assess the trailer. Any mistakes, revisions, etc... were then made to the project.
8. After the due date and all projects were assessed and revised, in each block class we had a "screening" of all the book trailer films. This viewing was also used as a further means of

constructive and positive evaluation on timing, text, too much information, too little information, mood, tension, characters... Students then, if necessary, made a few more final revisions and fixes.

9. Book trailers were uploaded to my YouTube channel and marked as public, for others to view on a play list called Holocaust Book Trailers. The URL for the trailers is [https://www.youtube.com/channel/UCG1oEpa\\_dMpoQ8tYIOCrQCA](https://www.youtube.com/channel/UCG1oEpa_dMpoQ8tYIOCrQCA)

### **Assessment**

1. A daily work rubric was used to help keep groups on task and working toward a daily goal. This was very effective in helping them stay organized and working productively each day.
2. An overall project rubric was used to assess the book trailers and was based on the project check list that each group received.

### **Common Core State Standards met during this project:**

#### **Language Arts**

- Reading: Literature – RL. 8.2 Key Ideas and Details – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; an objective summary of the text.
- Speaking & Listening – SL.8.5 Presentation of Knowledge and Ideas – Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, add interest.
- Speaking & Listening – SL.9-12.5 Presentation of Knowledge of Ideas – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive element) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

# Storyboard Template – NARRATIVE

**Title of Story:**

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

# Storyboard Template – ADRENALINE

**Title of Story:**

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

# Storyboard Template – EXPEDITION

**Title of Story:**

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

## Storyboard Template – SCARY (ONLY FOR JOE'S WORST NIGHTMARE)

**Title of Story:**

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

Image Describe the image.
OR Text. Enter text to be shown.
Notes/Reminders/Picture source:

# **Book Trailer Project**

## **Check List**

- ✓ Hook the potential reader
- ✓ Add tension, up to, and ending before the story climax (at a maximum)
- ✓ Ask questions
- ✓ Pictures need to be appropriate to the topic (plot of the story, setting and time period)
- ✓ No graphic pictures
- ✓ Scene and transition timing (Have to be able to have time to read)
- ✓ Writing – Grammatically correct, punctuation (if necessary) and spelling (remember iMovie does not spell check)
- ✓ **Overall presentation of the trailer, tone, message and artistic effect!**



Date \_\_\_\_\_

**Book Trailer Daily Work Rubric**

(Group members staying on task, working cooperatively, and accomplishing their task for the day)

\_\_\_\_\_  
(Name) (Task) (5-10 pts)

\_\_\_\_\_  
(Name) (Task) (5-10 pts)

\_\_\_\_\_  
(Name) (Task) (5-10 pts)

What did you, as a group, accomplish today? \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

**Book Trailer Daily Work Rubric**

(Group members staying on task, working cooperatively, and accomplishing their task for the day)

\_\_\_\_\_  
(Name) (Task) (5-10 pts)

\_\_\_\_\_  
(Name) (Task) (5-10 pts)

\_\_\_\_\_  
(Name) (Task) (5-10 pts)

What did you, as a group, accomplish today? \_\_\_\_\_

\_\_\_\_\_



# Book Trailer Project Rubric



Names \_\_\_\_\_

Hooks potential reader, adds tension, not giving up too much, asks questions (10pts) \_\_\_\_\_

Uses pictures and video appropriate to the topic (plot of the story, setting and time period) (10pts) \_\_\_\_\_

Scene and transition timing (Have to be able to have time to read) (15pts) \_\_\_\_\_

Conventions (grammatically correct, punctuation, spelling) (10pts) \_\_\_\_\_

Overall presentation of the trailer, tone, message and artistic effect (5pts) \_\_\_\_\_

Total \_\_\_\_\_  
50

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_