

**GOLD
SEAL
LESSON
Template**

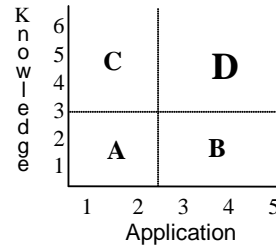
DESIGN A BOOK COVER OR JACKET

Subject(s)

Communication
Technologies

Grade Level
11-12

**Rigor/Relevance
Framework**



**Instructional
Focus**

This lesson plan addresses the following state approved program competencies:

- Develop and produce intellectual content, (creative writing, artwork, technical writing, animation) which is suited to and intended for editorial review and publication.
 - Write copy for print or new media utilizing knowledge and understanding of audience; patterns of organization, form, and application of style-guides. Conduct research to be applied to writing assignments. Write with emphasis on efficiency and speed; to meet deadlines. Employ proofreading and copy-editing techniques.
 - Apply layout processes including formatting: text alignment, columns/grids, pagination, margins, gutters, leaders and headers, type size/typeface and graphics according to job specifications, Use proofreader's marks to identify errors while proofreading, and read proofreaders marks to correct errors.
 - Create media products including: text graphics and other media, within a process that incorporates planning, content development, organization/design & layout, revision, editing, and production.
 - Demonstrate use of word processing, database, spreadsheet, multimedia software, and Internet resources in the planning, organization and production of media projects.
 - Use industry standard equipment, hardware and software within the desktop publishing and electronic publishing industries. Define functions and relationships between equipment, hardware, and software.
 - Apply knowledge of copyright laws when using text, images, recorded materials, and digital content. Demonstrate ethical behaviors in what is written, spoken, or depicted. Recognize ethical responsibilities of media producers, considering degree of influence the media has on individuals.
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Student Learning

Students will –

- Select, read and interpret a book length e-text
- Develop concept for a book cover or jacket
- Produce artwork for book cover or jacket
- Write research based copy for book cover or jacket suitable to one or more of the following section titles:
 - About the author
 - About this book
 - Synopsis
 - Teaser
- Integrate artwork & copy into book jacket or cover that could attach to a printed edition of text.

Performance Task

1. Students read about book jackets & covers in textbook chapter and or teacher provided articles, then discuss the differences between hard and soft cover editions and therefore between book covers and dust jackets.
2. Students select an e-text for which they will create either a book cover or dust jacket. The rationale for using a public domain title will be discussed as it relates to “derivative use.” (No infringement issues). The potential to develop the project further by preparing a printed and bound edition in a future assignment will also be discussed.

Aunt Lee’s Search For Free E-books

(<http://www.auntlee.com/drupal/>) will provide (1) lists of high school appropriate e-texts (2) a subject based search engine. Use of these resources supports making good book choices.

Note: Use of public domain titles will lead to likelihood that titles chosen will be literary classics, historical works, government publications; this supports “range of text” not generally associated with “student choice” readings.

3. Students read their chosen book, completing a **Structured Reading Journal** throughout the reading process. (See Resources)
4. Students develop concepts for their book jacket that will (1) establish a strategy for presenting required information elements about the book (2) suggest a visual style and structure that complements the book (3) recognizes marketing aspect of book cover design – creates visual appeal.

Concepts will develop into draft layout documents which address binding style, reasonable size specifications (based on standard book sizes – spine size estimated based on length of book)

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5. Students will plan, research write and edit copy to suitable to one or more of the following section titles:
 - About the author
 - About this book
 - Synopsis
 - Teaser

Copy length will be determined by section size in draft layout
 6. Students will develop artwork using any combination of manual and digital art techniques, but with a final output as digital art.

Size specifications will be determined by section size in draft layout
 7. Students will use layout software to integrate visual and text elements into a book cover or jacket which will be printed to scale.

**Common Core
State
Standards**

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text

CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

This lesson will address a Range of Reading standard in Literature, Informational Text, Historical Text, or Science/Technology Text, Standard subject area will be determined by individual student's choice of text. (Note: literary text might not be American Literature per CCSS; subject of text may lie outside of CCSS subject areas)

CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics

OR

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and

nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

OR

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently

OR

CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Scoring Guide

Full Project Scoring Rubric:

Ready for the real world - Fully competent in this skill set	Able to produce work in this skill set	Marginally able to produce work in this skill set	Needs further development in this skill set
Layout follows conventions of book cover/jacket design All required information included in a cohesive layout.	Layout follows conventions of book cover/jacket design All required information included.	Layout follows conventions of book cover/jacket design Missing element(s), errors, or weaknesses in layout detract from presentation	Layout does not function adequately as a book cover or jacket
Clean, print ready artwork: Artwork reflects key issues of the text, genre AND Reflects persuasive/marketing aspects of book covers	Clean, print ready artwork: Artwork reflects key issues of the text, genre OR Reflects persuasive/marketing aspects of book covers	Irregularities in artwork suggest limited ability to express ideas or concepts.	Artwork not suitable to print Or Artwork unrelated to text OR Artwork violates intellectual property standards
Copy is well organized, relevant, and factually accurate. Suggests thoughtful, knowledge based understanding of genre, author, historical context, or other important issues surrounding the text.	Copy is organized, relevant, and factually accurate. Shows evidence of editing and proofreading through exhibiting only minor errors that do not impact readability.	Copy is somewhat organized and relevant and generally factually accurate. Shows evidence of editing and proofreading through exhibiting only minor errors that do not impact readability.	Copy not suitable to print Or Copy unrelated to text OR Copy violates intellectual property

	Strong evidence of careful editing and proofreading through error free copy.			standards
	Printed output is free of technical errors; suggests readiness for output to commercial printing	Printed output is shows some minor technical errors, but is suitable for display purposes	Technical errors interfere with delivery of artwork and or copy, but allow viewers to understand what was intended	Technical errors interfere with delivery of artwork and or copy interferes with delivery of the project content.
	Project is supported by notes & planning documents including quality examples of all of the following: <ul style="list-style-type: none"> • Reading notes • Copy drafts • Artwork & layout sketches/comps 	Project is supported by notes & planning documents including most of the following at a quality level that suggests utility: <ul style="list-style-type: none"> • Reading notes • Copy drafts • Artwork & layout sketches/comps 	Project is supported by notes & planning documents including some of the following: <ul style="list-style-type: none"> • Reading notes • Copy drafts • Artwork & layout sketches/comps Package of planning documents suggests limited utility of some or all documents.	Project is not supported with adequate notes and planning documents

Attachments/ Resources

Textbook Reading:

Landa, Robin, *Graphic Design Solutions, 4th Edition*, 2011 ISBN10: 0-495-57281-0 Chapter 10. "Book Cover Design"

Structured Reading Journal

Students will complete a Structured Reading Journal based on the following questions:

Pre-reading questions:

Title

Author

When written

Writing style genre (fiction, non-fiction, technical, poetry, script – Describe the form and function of the book)

Why did you choose this book?

How does this book connect to other things you've read or learned about?

What challenges do you anticipate in reading or understanding this book?

How do you intend to work through challenges associated with this reading?

While reading questions: (To be completed at a minimum of two points DURING the reading)

Point in reading at which these notes are being made : (chapter or section to which you have read thus far)

What characters, events, discussions suggest Illustrations (pictures OF something)?

Example: In chapter 3 the author describes a boat ride in a thunderstorm – that would make a good picture because...

What have you observed about the tone or style of the writing that could be carried into visual work?

Example: The writing describes a lot of dark, dirt places. It makes me think of a color palette with lots of dark greys and browns.

What themes or controlling ideas have you encountered that suggest symbolic connections?

Example: All of the writing about opportunity and freedom makes me picture an eagle flying.

Are there quotes or factual details you need to remember?

Are there questions you need to research?

Post reading Questions

Does the ending of the book substantially change your thinking about the book? If so how?

(surprise ending, interesting conclusion, weak ending, something seems missing, etc.)

Having read the book, are there issues that you need to clarify through research or additional reading?

How does the experience of reading the book match up with your pre-reading expectations?

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