**The 21st Century Senior Project ©Destiny Cooper (**[**destiny.cooper@live.com**](mailto:destiny.cooper@live.com)**; call or text @ 225-366-9061)**

**This curriculum was created using backward design. I considered what projects would merge students’ interests with my British literature curriculum and their post-secondary goals. The Research Paper, Creative Writing Piece, and Movie are all based on the same topic. By doing so, students demonstrate and gain great depth and breadth of knowledge and communication skills. Classic and contemporary literature and movies serve as models for the Creative Writing Piece.**

**Order of major project components** [**(Check out Coop’s Class at McK for Materials)**](http://coopsclassatmck.weebly.com/)**:**

1. **Students each prove a thesis in their research papers.**
2. **Students create a theme for the creative writing piece that reflects the thesis from the research paper.**
3. **Students choose a genre use for the creative writing piece.**
4. **The piece of creative writing becomes the script for the film regardless of the genre.**
5. **Students create a movie.**
6. **Students evaluate each other’s movies and vote for the best at the end of the first week.**
7. **The top 10% of films from each class, determined by class votes and my scores, are sent to judges.**
8. **These judges are film professionals who rank the films according to my rubric.**
9. **I create a DVD with the films in ranked succession from last to first and set up a field trip.**
10. **We roll out the red carpet at the movies to enjoy our OSCARS day, complete with trophies!**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curriculum** | **Model Literature** | **Research/Writing** | **Creative Writing** | **Movie** |
| **August** | **1 “Forgiveness” by Rebecca Brown** | **3 Intro; 4 Choosing a Topic;**  **2 forming a claim** | **None** | **None** |
| **September** | **5 Beowulf (epic poem)** | **6 Conduct Research; 9 compare contrast poem and movie** | **7 Original Epic** | **8 Beowulf (‘07 movie)** |
| **October** | **11 Canterbury Tales**  **13 Cooper’s memoir**  **14 Pastorals/Sonnets** | **12 Forming a thesis based on multiple claims; 15 drafting** | **16 Memoir, pastoral, sonnet, or character sketch** | **10 Monty Python and the Holy Grail (Intro)** |
| **November** | **18 Macbeth** | **19 Peer editing; individual conferences; works cited** | **20 Small in-class skits** | **17 Various *Macbeth* (primarily Patrick Stewart)** |
| **December** | **21 Paradise Lost** | **22 Polish and submit** | **None** | **None** |
| **January** | **24 Various onion articles; “A Modest Proposal”** | **27 Literary Analysis** | **26 Creative Writing Planning (Becomes script for movie)’ draft, peer edit** | **22 Movie models**  **23“Brain dead Teen”**  **25 “Country Death Song”** |
| **February** | **28 Jekyll and Hyde** | **29 Literary Analysis** | **30 Edit, Conference, Polish and Submit** | **None** |
| **March** | **Jekyll and Hyde** | **Literary Analysis** | **31 None** | **Movie Making** |
| **April** | **None** | **None** | **None** | **Movie Making**  **Peer Evaluations**  **OSCARS** |
| **May** | **Finals** | **Finals** | **Finals** | **Finals** |

**Future considerations:**

**\*Anchor Texts for Common Core \*Using research for original epic theme**

**\* Submitting research papers as articles to teen magazines \*Partnering with pre-service English teachers**

**Angelle’s Research Paper Introduction**

**There is so much going on in the world today such as wars, recession, and crime; therefore people sometimes tend to overlook the smaller things that are still important, for example: suicide. Suicide is the third leading cause of death among young people, and a sequence of bullying-connected suicides in the U.S., as well as other countries, has brought to light the correlation between bullying and suicide. Many adults see bullying as just part of being a kid, but bullying is a serious problem that leads to many negative effects for victims, including suicide. Furthermore, bullies do not comprehend that they are ruining a victim’s life emotionally. If bullies understood how serious their victims take the offensive and intolerable things they say, then bullies would not be so spiteful. Victims of bullying need help, and those who have attempted suicide should obtain treatment or therapy because they need to know how to cope. Moreover, parents should be in control and monitor what their children are doing through technology to prevent cyber-bullying. As illustrated in “Kid’s Health cyber-bullying,” “Bullies and mean girls have been around forever, but technology has given them a whole new platform for their actions.” Teens do not need much privacy, and parents should be acquainted with what their teens are getting into for the reason that knowing pays off. If parents monitor their children and teens, then those children and teens will most likely utilize technology the correct way. Indeed, a countless quantity of people may imply that a parent having to pay a fine for their child’s actions is unfair. Nonetheless, traditional bullying and cyber-bullying are equally unacceptable, and if a parent cannot control their children, then they should be fined, causing them to be stricter and lessen the teen suicide rate as a result.**

**Brainstorm themes and ideas for a piece of creative writing based on this introduction.**

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**Creative Writing and Movie Options**

The type of creative writing you do will depend on the type of movie you want to make. As you watch the examples, take notes on a SEPARATE sheet of paper and contemplate what story you will tell and how.

**Regardless of the option you choose, you will**

* **Tell a story** that clearly communicates a **theme** and includes in its **structure** exposition, rising action, climax, falling action, and resolution.
* **Write with purpose!** (inform, persuade, entertain, or any combination)
* **Employ literary devices**, such as the following**, in any combination**: imagery, metaphor, simile, allusion, kenning, rhyme, rhythm, hyperbole, alliteration, symbol, irony, characterization, varied sentence structure, paradox, diction, tone, repetition, monologue, dialogue, aside
* **Refer to pieces we have read for guidance** (all are wonderful examples of theme, diction, tone, and structure):
  + “Forgiveness”: short story; stream of consciousness; highly stylized; persona; contemporary
  + *Beowulf:* epic style*,* kenning, metaphor, imagery, alliteration, rhythm by caesuras; epic monologue
  + *Beowulf (*movie): Script, animation, imagery in set and sounds, dialogue, characterization, symbols
  + *Monty Python and the Search for the Holy Grail:* script, satire, verbal and situational irony, dialogue
  + *Canterbury Tales:* narrative poetic style,characterization and irony
  + *“La Pomme de ma Grand-Mere*” Mrs. Cooper’s memoir: dialogue, imagery, metaphor, simile
  + *Macbeth:* written as a script (drama), imagery is created by sounds and set, not the writing; dialogue moves the story; heavy dramatic and verbal irony; symbols; characterization; aside
  + *Macbeth* (movie): script; visual repetition; interpretive costuming; interpretive setting; power positions; use of color and lighting; dialogue; pacing of words and action; visual motifs
  + *Paradise Lost:* epic style,characterization, metaphor, simile, allusion, varied sentence structure, epic monologue and dialogue; irony through Satan’s character
  + Pastoral poems and sonnets: persona, rhyme, rhythm, metaphor, simile, characterization, paradox
  + “A Modest Proposal”: persona, satire, verbal and situational irony, understatement, varied sentence and paragraph structure, extremely purposeful diction
  + “Brain-Dead Teen to be Euthanized”: Investigative report, satire, interviews and opposing views
  + “Country Death Song”: music video, narrative poetry, very purposeful imagery in the art to accentuate the writing, rhyme, rhythm, repetition, verbal and situational irony, understatement, persona
  + Coming Soon: “Plastic Silverware,” a short story inspired by true events, by Mrs. Cooper: dialogue imagery, metaphor, simile
  + Coming Sooner: *The Curious Case of Dr. Jekyll and Mr. Hyde*: novel style (chapters are like short stories), imagery, characterization, metaphor

**Narrative Poem Option:** Write a fiction or non-fiction story in stanzas in narrative or epic form.

**Memoire:** Write a non-fiction story that happened to you in either prose or poetry using literary devices.

**Docu-drama/Investigative Report:** Use script, interviews, and/or narration to tell a fiction or non-fiction story.

**Documentary**: Organize interviews, commentary, and/or facts to tell a story.

**Persona Piece**: Write a fiction or non-fiction story in prose or poetry using the unique perspective of a persona.

**Short Story:** Write fiction in prose.

**Animation:** Choose any form of writing and use animation for the movie.

**Music Video:** Enhance a narrative poem with rhyme, rhythm, original music, and purposeful images.

**Traditional Movie Script:** Write a fiction or non-fiction story in play form and have people or art act it out.

[**TED ED LESSON**](http://ed.ted.com/on/4DqL8XVN)

**Creative Writing Planning Sheet Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Hour\_\_\_\_\_\_**

**Write and/or draw your responses on this sheet.**

|  |  |  |
| --- | --- | --- |
| **What story do you want to tell?** | **Who are the characters?**  **-protagonist**  **-antagonist**  **-others** | **Describe their conflict.** |
| **Theme: What lesson does the antagonist learn in the end? What lesson does the reader learn in the end? Are they the same, or different?** | | |
| **How is the conflict resolved?** | **Describe the setting.** | **Will your story be fiction, nonfiction, or based on a true story?** |

**In what form/genre will you tell your story?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**On the back of this page, outline or diagram the story’s plot sequence**

* **Exposition**
* **Rising Action**
* **Climax**
* **Falling Action**
* **Resolution**

[Angelle’s](file:///G:\Des%20Dell%202013\Presentations\movie.wmv) Poem: [**No One Left**](../../Desktop/Angelle's%20Movie.wmv)

As a child

New York, New York

Bicycle rides, girly sleep-overs, tea parties,

Quality time with Mom and more.

The perfect life, right?

Middle school.

Mom Dies.

Sent to an orphanage in North Carolina

With no hope left.

As the years went by

Things began to worsen:

The ridicule

Long school days, full of,

“You dumb piece of crap. You’re worthless.”

And the lonely nights.

Puffy red face, blood-shot red eyes

While painful tears stream down her face.

She cries out, loudly, hoping that someone,

Anyone, would hear her noiseless screams.

So many voices and thoughts going

Through her head

Telling her

How much better she would feel

If only she were dead.

She places her shaky hands over her ears

Trying to tune out the evil voice.

Sitting on the cold orphanage bathroom floor

While the clock ticks by

She screams

Uncontrollably her body begins to shake

Starting to feel as if no one cares

And feeling hopelessly alone.

Apologizing to God for what she’s about to do,

Her eyes open for the last time.

Razor-check

She forces the blade onto her pale white wrist

Slitting her veins deeper and deeper.

Weaker and weaker, the more unconscious she

Begins to feel as the seconds went by.

The razor hits the floor

Her lifeless body laying there

Free of worries

Free of pain

Quietness

No screams

No tears

No suffering

Just

Silence

**Digital Storytelling Rubric Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour\_\_\_\_\_\_\_\_**

**1. Point of View-Purpose**

**Does the movie establish and maintain a clear focus throughout?**

**10 9 8 7 6 5 4 3 2 1 0 x 1 = \_\_\_\_\_**

**2. Voice-Pacing**

**Does the pace (rhythm and voice) fit the story line and help the audience “get into” the story?**

**10 9 8 7 6 5 4 3 2 1 0 x 1 = \_\_\_\_\_**

**3. Images**

**Do the images create a distinct atmosphere or tone that matches the different parts of the story? Do the images communicate symbolism and metaphors?**

**10 9 8 7 6 5 4 3 2 1 0 x 5 = \_\_\_\_\_**

**4. Economy**

**Is the story told with exactly the right amount of detail throughout? Is it the right length?**

**10 9 8 7 6 5 4 3 2 1 0 x 1 = \_\_\_\_\_**

**5. Copyright**

**Do the images reflect proper copyright attribution?**

**10 9 8 7 6 5 4 3 2 1 0 x 1 = \_\_\_\_\_**

**6. Originality or Creativity**

**Does the story show excellent originality in composition and delivery?**

**10 9 8 7 6 5 4 3 2 1 0 x 1 = \_\_\_\_\_**

**Total \_\_\_\_/100**

**Comments:**