

Task for *The Messenger*

Rich Assessment Task 2 (Productive Mode): Book Trailer

Task: Create a book trailer that represents your overall reading of *The Messenger*.

Book trailers, like film trailers, are multimodal presentations that work to advertise a book by constructing an engaging and provocative 'taster' that will encourage people to read the book.

Draw on one or more key aspects you have studied and use that/those to shape the way you represent the novel in your trailer. Your book trailer should be constructed in such a way as to represent your particular reading or understanding of the novel. For example, you might like to choose to represent the novel in terms of:

- the theme of the unlikely hero,
- its controversial nature,
- its metafictional nature,
- the genre of bildungsroman,
- the genre of picaresque,
- its gender issues,
- its potential as an example of crime or detective fiction.

In addition, your book trailer needs to be constructed with a clear sense of purpose and audience. Consider who your trailer should target and what you want them to do after watching your trailer.

There are several resources online that will assist you in the creation of a book trailer, such as:

- www.readwritethink.org
- www.thecreativepenn.com
- www.freetech4teachers.com
- www.booktrailercafe.com
- www.powtoon.com

For an example, see [this excellent trailer](#) for *Jasper Jones* by Craig Silvey.

You should storyboard your trailer first, keeping in mind:

- how you will construct character;
- the aspects of plot you will reveal, and those you'll not disclose in order to generate intrigue;
- the use of visual language to convey genre;
- the themes that will be alluded to;
- how you will capture a sense of Ed's voice as narrator.

Storyboardthat.com is an excellent resource for creating online storyboards, or there are many storyboarding templates at sites such as: <http://www.educationworld.com>

Remember, your trailer should represent YOUR understanding and interpretation of Markus Zusak's novel, *The Messenger*.

Rubric:

By the end of Year 10, students will meet the following Achievement Standards	Approaching or below Year 10 Standard	At Year 10 Standard	Above Year 10 Standard
<p>Productive mode: Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.</p> <p>Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.</p>			
Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)	Your book trailer includes images with some relevance, but not sequenced to offer a clear representation of the novel.	Your book trailer includes appropriate and effective images that reflect a clear and cohesive representation of the novel.	Your book trailer sequences include nuanced and provocative images that reflect a complex and stylistically effective representation of the novel.
Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)	Your book trailer demonstrates limited understanding of key language features of <i>The Messenger</i> .	Your book trailer demonstrates a sound understanding of key language features of <i>The Messenger</i> .	Your book trailer demonstrates a thorough understanding of key language features of <i>The Messenger</i> .
Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)	Your book trailer is unimaginative or ineffective with limited use of language and stylistic features that draw on <i>The Messenger</i> .	Your book trailer is imaginative and effective with clear use of language and stylistic features that draw on <i>The Messenger</i> .	Your book trailer is sophisticated and clearly targets an audience with effective use of language and stylistic features that clearly draw on <i>The Messenger</i> .
Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create , edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)	You need assistance to use ICT to create your book trailer.	You demonstrate effective use of ICT to create your book trailer.	You demonstrate skilful use of ICT to create your book trailer.

Student comment and self-assessment:

For example: What goals did you set yourself? How successful have you been, do you think, with this assignment? What was most difficult or most enjoyable?

Teacher assessment:	Approaching or below Year 10 Standard	At Year10 Standard	Above Year 10 Standard
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Teacher comment:

Please see Year 10 English Portfolio Samples for *At, Below and Above Year 10 Standard*:
<http://www.australiancurriculum.edu.au/English/Curriculum/F-10#level=10>