

# Activity 3

## Create a Book

### Objectives

- ◆ Guide students through the stages of the writing process.
- ◆ Reinforce students' inventive, organizational, editorial, design, and visual communications skills.
- ◆ Promote artistic and verbal creativity and attention to detail.
- ◆ Raise awareness of the meaning and importance of copyright.
- ◆ Celebrate student achievement.

### Materials Required

- ◆ Art supplies.
- ◆ Student copies of the reproducible ©Team Book Planning Chart and book template.
- ◆ You're Part of the ©Team! copyright stickers.

### Time Required

- ◆ Five to seven class periods for planning, hands-on development, and follow-up discussion.

### Instructional Guidelines

- ◆ Tell students they are going to find out why intellectual property is so valuable by creating their own copyrighted books. They will write the words, draw the pictures, design the pages, and put their books together to see how much goes into getting a copyright and why copyright protection is so important.

#### Pre-Writing and Planning

- ◆ As a class or in small groups, have students brainstorm ideas for their books. To get the process started, you might suggest one of the subjects listed in the curriculum connections chart.
- ◆ Provide students with copies of the reproducible ©Team Book Planning Chart, which lays out the twelve pages that will make up their book in miniature, including a copyright page and covers. Show students how to use this chart to plan what will go into their stories. Students who are visually oriented can begin sketching the elements of their story in the mini-pages. Those who are verbally oriented can use the mini-pages to make notes about how they will tell the story.

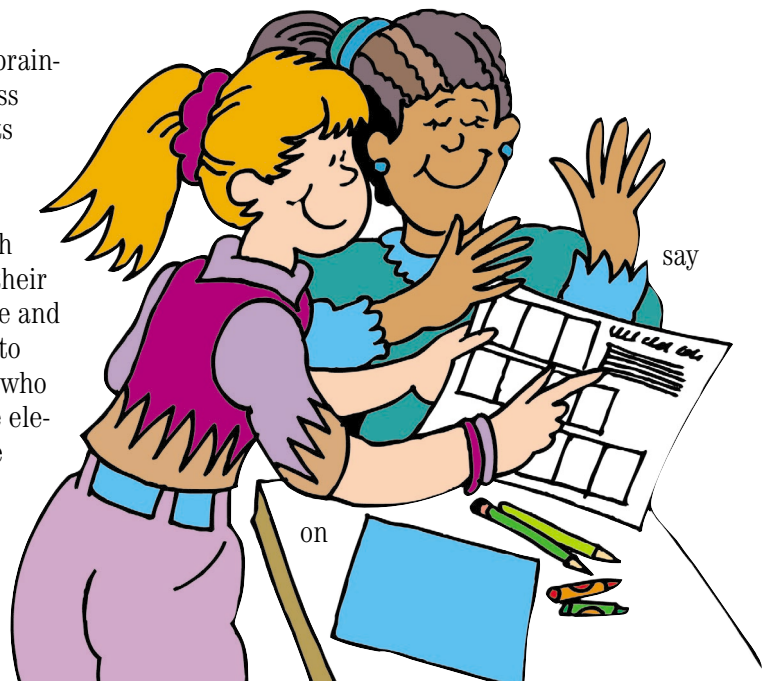
- ◆ Point out to students that the chart is designed to help them think of their story as a sequence of ideas or episodes, so they don't try to put everything on one page. It can also help them come up with more ideas if they have trouble filling all the mini-pages, or help them concentrate on their best ideas if they have too much. The chart is also a good way to start thinking about how the words and pictures in their books will go together.

#### Feedback: Peer Partners

- ◆ When students have completed their planning charts, divide them into pairs or small groups to review one another's ideas. Explain that they will be working as editors for one another, checking to see that the book's ideas are well organized and easy to follow, and providing feedback about the best parts of the book and where it could be better. Remind students that it is the editor's job to make every book as good as possible, so they should be positive in their comments and give suggestions when they think something needs improvement. As students review one another's planning charts, move from group to group to assure a productive, constructive atmosphere.

#### Producing a First Draft

- ◆ For homework, have students produce first drafts of their books, including both words and pictures. Explain that there will be time later to make the pictures look exactly the way they want and to color them in, and time to change the words of the story and check the spelling. For now they should focus on just writing out what they want to



each page of the book and sketching the pictures they have in mind. This is the time to be really creative and see what kinds of ideas pop out as you tell your story.

### Editing: Peer Partners

- ◆ When students have completed their first drafts, have them return to their editorial partners or groups to review their work. Explain that, as editors for one another, it is their job this time to help correct mistakes in the writing and to point out anything that might be confusing in the pictures. As they read one another's work, they should be on the lookout for wrong words and misspelled words and places where a different word might work better. They should also check that the pictures and words go together on each page, and that it's easy to tell what each picture is about.
- ◆ Remind students that they don't always have to follow their editor's advice. The editor is there to help them see their work from a different point of view and help them figure out ways to make it better. But it's the person who creates the book who gets to make the final decisions.

### Rewriting: Finished Layouts

- ◆ When they have completed their editorial reviews, provide students with copies of the reproducible book template included with this program. The template is designed to help students align the pages of a 4.25" x 5.5" book on a standard sheet of letter-size paper so that the sheet can be folded into an 8-page signature, ready for binding into a cardboard cover. You can also adapt this template to a larger format, or let students create their pages on blank sheets.
- ◆ Provide class time for students to begin creating the finished layouts for their book pages. If they are working without a template, help them organize the page space so there is adequate room for both their words and the picture. Have students complete their page layouts as homework.
- ◆ **Note:** Some students may find it easier to create their book with the paste-up method, drawing the pictures and writing the words separately, then pasting them in place and photocopying the page before adding color. This method can also come to the rescue when students make inadvertent mistakes.

### Presentation: Creating Covers

- ◆ With the pages complete, students are ready to create covers for their books. Remind them that,

even though people say you can't judge a book by its cover, it's still important to make the cover appealing. Encourage them to think of the cover as a small poster that will catch people's eye and make them want to read the book. Explain that this is a chance for them to focus on their visual communication skills and exercise all their artistic creativity.

- ◆ Have students create their covers on cardstock cut to size and scored to fold at the spine. When they have finished, help them staple their books together and check that the pages are trim and that they turn properly.

### Publication: You're Part of the ©Team!

- ◆ Conclude the project with a publication party at which you award students **You're Part of the ©Team** copyright stickers to affix on the inside covers of their books. The sticker has space for students to fill in the date of publication for their book and their name as the copyright owner.
- ◆ Call students' attention to the statement printed below the copyright symbol on the sticker:

*All rights reserved. No part of this work may be used or reproduced in any manner whatsoever without written permission except in the case of brief quotations embodied in critical articles or reviews.*

This is a standard notice used by real book publishers to protect copyrighted works. Discuss the meaning of this statement, helping students understand some of the more difficult words:

- **What parts of your book might someone else want to use or copy?**  
Words, pictures, characters, plot, scenes, etc.
- **How might someone use those parts of the book?**  
Turn the words into a song; put a picture on a T-shirt; put a character into a cartoon; turn the plot into a movie; etc.
- **Why would someone need to get your permission to use part of the book?**  
Because all the creative work in the book belongs to the copyright owner.
- **Do you think you'd give away permission for free? Why or why not?**  
Use this question as a springboard to have students share their feelings about the intellectual property they have created and its value to them.