Booktrack Lesson Plan
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Using Sound to Invoke Fear

Writing Scary Short Stories

Target Age Group:

- High School Language Arts
- Grades 9-12

Objectives: *Students will...*

- Demonstrate reading comprehension
- Demonstrate understanding of literary structure and tone
- Use close textual analysis
- Practice digital literacy skills
- Enhance a text using sounds and music
- Practice interpersonal skills
- Practice presentation skills
- Practice verbal communication skills
- Publish writing for an audience
- Use digital tools to enhance writing
- Engage in the writing process

Common Core Standards:

- CCSS.ELA-LITERACY.RL.9-10.1
- CCSS.ELA-LITERACY.RL.9-10.2
- CCSS.ELA-LITERACY.RL.9-10.3
- CCSS.ELA-LITERACY.RL.9-10.4
- CCSS.ELA-LITERACY.RL.9-10.5
- CCSS.ELA-LITERACY.RL.9-10.10
- CCSS.ELA-LITERACY.RL.11-12.1
- CCSS.ELA-LITERACY.RL.11-12.3
- CCSS.ELA-LITERACY.RL.11-12.9
- CCSS.ELA-LITERACY.RL.11-12.10
- CCSS.ELA-LITERACY.W.9-10.2
- CCSS.ELA-LITERACY.W.9-10.4
- CCSS.ELA-LITERACY.W.9-10.5
- CCSS.ELA-LITERACY.W.9-10.6
- CCSS.ELA-LITERACY.W.9-10.9
- CCSS.ELA-LITERACY.W.9-10.10
- CCSS.ELA-LITERACY.W.11-12.2
- CCSS.ELA-LITERACY.W.11-12.4

Timeline:

- 1-2 class periods

High School Mentor Texts:

- Masque of the Red Death by Edgar Allan Poe
  http://www.booktrackclassroom.com/read/0106285d415e4250a81958bfd5b8b25d

- Dracula's Guest by Bram Stoker
  http://www.booktrackclassroom.com/read/f0f1ad84ab2740ca904f593c4cf36a40

Activities:

1. **Anticipatory Set:** Class Discussion

   a. Have students make a list of movies, tv shows, current events, or literature that are scary.

   b. What makes a story on film or in a book scary? What techniques are used to make it scary?

2. **Reading & Group Discussion:**

   a. Using Booktrack, have break students up into small groups and have each group read *Masque of the Red Death* by Edgar Allan Poe or *Dracula's Guest* by Bram Stoker.

   b. While reading, students should identify the exact sentences that are scary and jot down notes in their notebooks explaining why the sentences invoke fear in the reader. Students should identify complex sentence structure, tone, and other literary elements.

   c. After reading, the students share and discuss their notes and identification of scary sentences.

   d. The teacher reconvenes the class and discusses the results of the group. Students should realize that there are commonalities in tone, suspense, and foreshadowing between the two stories.

Writing:

   a. Working either individually or in groups, students will type up a scary story in 3 sentences or less in a Google Doc. Students should apply complex sentence structures and use the sentences from Masque or

Dracula's Guest as a model.

b. Students will upload their 3-sentence scary story to Booktrack and add music and sound effects to enhance the tone and fear factor.

Assessment:

a. Students play their created Booktracks for the class and each group explains the rationale for sounds chosen for the 3-sentence short story. The teacher can assess the students using a scoring rubric (see below).

b. While groups are presenting, students are tracking which ones they think are the scariest. After all groups have presented, the class votes on the 3-sentence story that was the scariest.

c. After the winner is announced, the class discusses the artistic choices the groups made for their short stories and note any commonalities. It is expected that students will recognize a pattern to the sounds chosen.

d. The students complete self-evaluation reflection (see below).

Scoring Rubric:

Requirements	Needs Improvement	Satisfactory	Outstanding
Booktrack enhancements	• No Booktrack enhancements. • Booktrack enhancements are inappropriate or do not align with the outline.	• Some Booktrack enhancements present. • Includes ambient music and/or sound effects. • Demonstrates satisfactory use of Booktrack platform.	• Varied Booktrack enhancements. • Includes music and sound effects. • Music and sound effects greatly enhance the outline. • Demonstrates masterful use of Booktrack platform.
Group Presentation	• One person speaks for the group.	• All group members speak during the presentation.	• All group members speak in a dynamic manner.

	• Presentation lacks specific information. • No rationale given for sounds chosen.	• Sufficient rationale provided for sounds chosen.	• Exceptional rationale provided for sounds chosen.
Completion of tasks	• Incomplete tasks. • Tasks are not completed on time. • Distracts other classmates.	• Completes tasks as per directed. • Works okay with others.	• Completes tasks ahead of schedule and/or with advanced proficiency. • Works well with others. • Helps struggling classmates.

Student-Writer(s) Self Reflection

Students are to answer the following questions reflecting on the activity.

1. What did you like best about working with your group?
2. What do you like least about working with your group?
3. How did you use Poe or Stoker as inspiration for your story?
4. If you could back in time, what would you have done differently?
5. How do you think you scored on the entire assignment? Why?