

# — eduprojects: english language arts —

All of our projects are built to the Common Core State Standards to help educators teach the skills students need for success in college, careers and life. Educators, students, and experts team up on project work and incorporate 21st-century learning with today's technology.

## THE IMAGE PROJECT

Cultural and social artifacts, including images, sayings, social media themes and memes, reflect and promote points of view and cultural messages about big issues from gender roles to poverty and wealth. **How can you investigate cultural artifacts and big issues and join the cultural conversation by creating a campaign to convey your own message?** In this project, students will gather articles, photographs, videos, and other cultural artifacts that reflect or promote messages about big ideas and then decide how to respond to the messages in a campaign designed to raise awareness, change people's minds, or redefine an issue.

## YOU'VE GOT STYLE

We've all got style. **How does my style show up in what I say, do and write?** Think of it this way: you speak, walk and think differently than anyone else. You may also change aspects of these things when you are with a parent, coach, teacher, friend, or sibling. When you change how you speak, change the words you use, you are shifting your style to suit your purpose and your audience. You can do the same thing with your writing. After reading a number of pieces of writing with different styles, and discussing and writing about those styles, students join a 'Zine' production team, write several pieces using their own style and help the team publish.

## DREAM ON

**How do fantasy stories reflect and comment on real life?** Fantasy worlds have been with us for a long time, perhaps as long as we humans have told stories. You may have read or watched films that explore elements of fantasy like science fiction (*Ender's Game*); fantasy (*The Hobbit* and *Lord of the Rings*); dystopian fiction (*The Hunger Games*); animal allegory fantasy (*Grimm's Fairy Tales*); or cartoons (*Bugs Bunny*). From another era entirely, and yet strangely relevant to our world, William Shakespeare's *A Midsummer Night's Dream* offers a fantasy story in which humans are at the mercy of powerful spirits, some good-natured, some mischievous, and some just plain playful. In this project, students will explore Middle-Earth from *The Hobbit* and Athens and the woods nearby from *A Midsummer Night's Dream*. Students will analyze a fantasy author's use of imagery. Then students will outline and pitch a fantasy story to a publisher for use in a book, film, and/or game.

## COMEDY CAFÉ

Comedy is an ancient, ever-changing, subtle form of communication that sheds light on human nature in both predictable and completely surprising ways. If laughter is indeed good medicine for humans, then comedy, the structured attempt to make people laugh, is an important topic to explore. **What will you perform at the Comedy Café?** After students review, discuss, analyze, and write about a variety of humorous texts, they will choose a comedic type, subject, and character and write a short comedy routine. Students will deliver their routine at the Comedy Café.



## WHO ARE YOU?

What makes you who you are? How is "who you are" connected to the stories you tell? Do you tell certain stories about yourself over and over? In this project, students read multiple short stories with identity themes. They will discuss these themes with peers and connect who students are (identity) to the stories they read. In this way students will answer the question: **How can stories help us understand ourselves?** Students will write a literary essay that explains how we as humans use stories to explore who we are.

## WHAT'S UP HOLMES?

Have you ever wondered why nearly half of the syndicated shows are television crime dramas and detective stories? **Why is America in love with detective stories?** It is pretty clear that we are. In this project, students dive deeply into an exploration of the detective fiction genre. Students will start by reading a detective novel in class and engage with classmates in discussions about the underlying patterns in these stories. The goal is to learn all about how great detective fiction is created so students can bring that learning to their own writing. And who better to study than the undisputed master, Sir Arthur Conan Doyle? The project students complete is to pitch their idea for a new detective series pilot to TV executives.

