

Judge a Book by its Cover:
NJASL's Teen Read Week
Exhibit



Lesson Plan | Poster | Bookmark | Sample Press Release

Flyer | Additional Resources Handout | Entry Form

Sample Book Jacket | Credits | Sample Writing Project | Notes

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Judge a Book by its Cover Exhibit Lesson Plan

Activity: NJASL Book Jacket Exhibit

Occasion: Teen Read Week
October 16 – 22, 2005

Subjects: English, Related Arts: Art, Business, and Technology, Library Media Center

Grades:

Teachers:

Objective: Provide students with an alternative, creative activity to express their understanding of a novel's characters, themes, setting, and plot. In doing so, students will demonstrate their understanding of artistic design principles and elements. And, students will have the opportunity to design a project utilizing and supporting business perspectives as well as technology tools. Book jackets will be on display in the Library Media Center for Teen Read Week, an annual reading project developed by the YALSA division of ALA and supported by NJASL. The display and use of updated book jackets on books in the fiction collection may help improve circulation as well.

In order to earn extra credit, students should demonstrate for their teachers:

Art – an understanding of design principles, design elements, use of color, choice of typeface and medium for expressing their understanding of the novel

Business – use of technology, overall concept, and use of design elements to promote the published product

English – an understanding of major themes, characters, and events in the novel presented visually, and, verbally in a brief analysis of the book, excerpts of its critics' reviews, and/or a concise description of the elements of the cover

Technology – use of software to develop an attractive, interesting project that accurately portrays the book

Procedure:

- Display posters and bookmarks, downloaded and printed out, in the Library Media Center.
- Distribute copies of the project flyer, detailing the requirements, to students in English, Related Arts, and Technology classes approximately one month prior to the date of Teen Read Week, to take advantage of summer reading programs (perhaps as an alternative to "What I Read Over Summer Vacation" assignments).
- Display a sample book jacket developed for the novel The Catcher in the Rye, downloaded, printed out, and assembled.
- Provide a handout with additional Internet resources for interested students.
- Provide sample descriptions of the Catcher book jacket for interested students.
- Any of these materials can be supplemented or replaced.

Students can earn extra credit in each of their participating classes for contributing a book jacket to the exhibit.

In order to publicize this exciting event a sample press release is provided,
-- Contact local public libraries and ask if they would also publicize what school libraries are doing (School Libraries, or NJASL, supports Teen Read Week).
-- Announce it on the library and school websites, in the principal's or superintendent's bulletins, and PTA newsletters.

If students are encouraged to design book jackets to fit the actual texts, the new covers might make attractive, personalized statements advertising the book collection.

Print Resources: Poster
Bookmarks
"Judge a Book by its Cover" Project Flyers (cover and inside pages)
Entry Form (with simple rubric)
Additional Resources Handout
Sample Book Jacket
Photograph Credits (an Informal listing)
Sample Book Jacket Description
Sample Press Release

Internet Resources: Listed on Additional Resources Handout

Standards Addressed: 1) ALA: AASL Information Literacy Standards For Student Learning
2) ISTE: National Educational Technology Standards for Students
3) New Jersey Core Curriculum Content Standards

1) ALA: AASL Information Literacy Standards For Student Learning

Standard 3 The student who is information literate uses information accurately and creatively.

Indicator 1. Organizes information for practical application

Indicator 2. Integrates new information into one's own knowledge

Indicator 3. Applies information in critical thinking and problem solving

Indicator 4. Produces and communicates information and ideas in appropriate formats

Standard 5 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Indicator 2. Derives meaning from information presented creatively in a variety of formats

Indicator 3. Develops creative products in a variety of formats

Standard 8 The student learning community practices ethical behavior information technology.

Indicator 1. Respects the principles of intellectual freedom

Indicator 2. Respects intellectual property rights

Indicator 3. Uses information technology responsibly

2) ISTE: National Educational Technology Standards for Students

Standard 4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)

Standard 5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)

Standard 7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)

Standard 8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)

3) New Jersey Core Curriculum Content Standards

Visual and Performing Arts

STANDARD 1.2.12.D.(CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.
2. Perform various methods and techniques used in the production of works of art.

STANDARD 1.3.12.D. (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.

Language Arts

STANDARD 3.2.12.B. (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES. 7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media.

10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).

STANDARD 3.512..A. (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
3. Identify and select media forms appropriate for the viewer's purpose.

Technology

STANDARD 8.1.12.A. (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.

STANDARD 8.1.12.B. Application of Productivity Tools Social Aspects

2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

Problem-Solving and Decision Making

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.

Assessment:

The book covers, or jackets, that the students create will provide interesting and varied artifacts for assessment. As a library exhibit, students will be invited to participate without being evaluated. It will help them understand the commonalities among the different types of libraries they use, connected by the respect for and love of reading. As an opportunity for students to garner extra credit, teachers in their disciplines will assess the level of their students' work as additional credit toward their first marking period grade. The interdisciplinary nature of the project will help students understand the connections between academic disciplines, and provide them with an opportunity to express themselves visually, verbally, and technologically.

Judge a Book by its Cover:

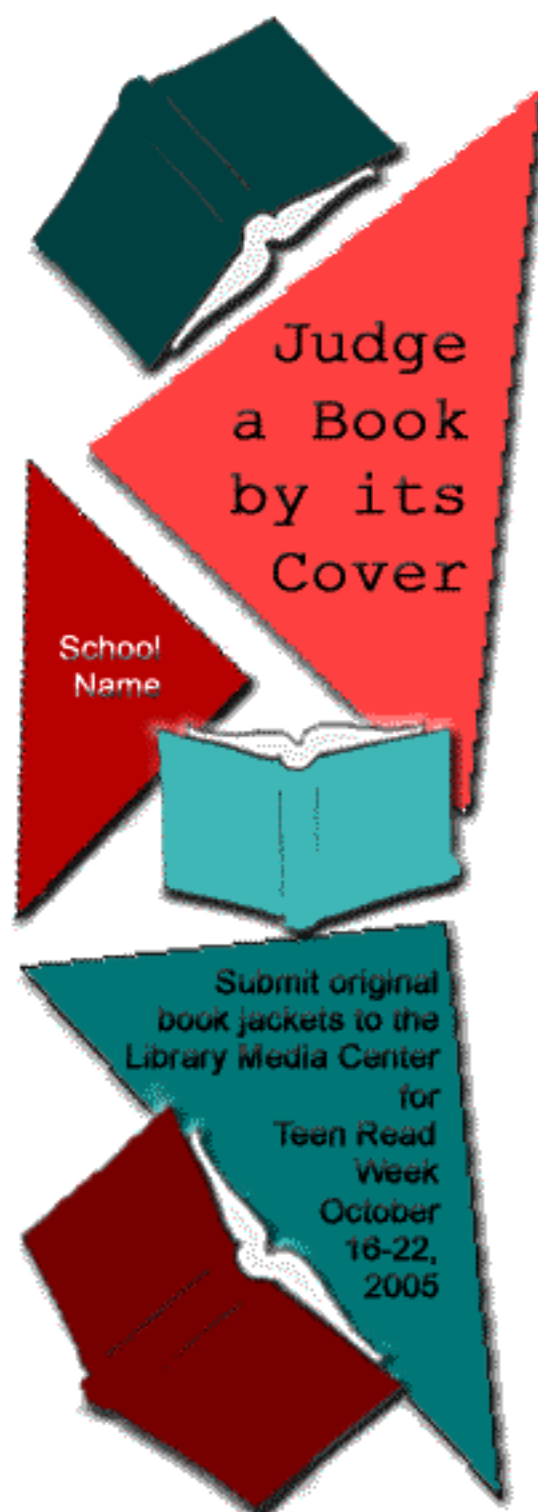
A Teen Read Week Exhibit



NJASL Celebrates Teen Read Week

October 16 - 22, 2005

New Jersey Association of School Librarians





Judge
a Book
by its
Cover

School
name

Submit original
book jackets to the
Library Media Center
for
Teen Read
Week
October
16 - 22,
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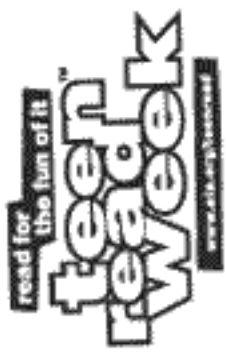
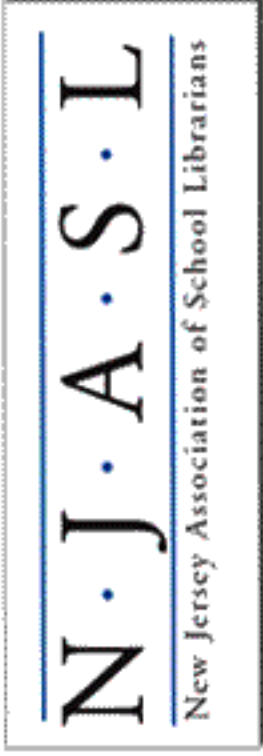


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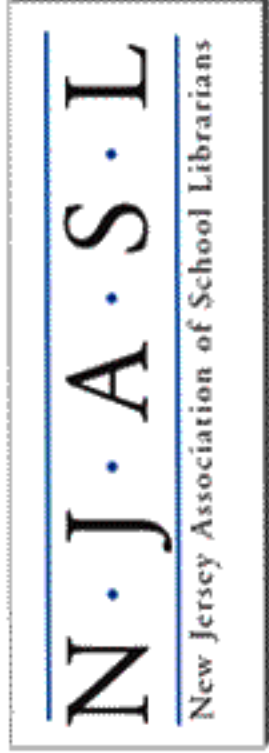
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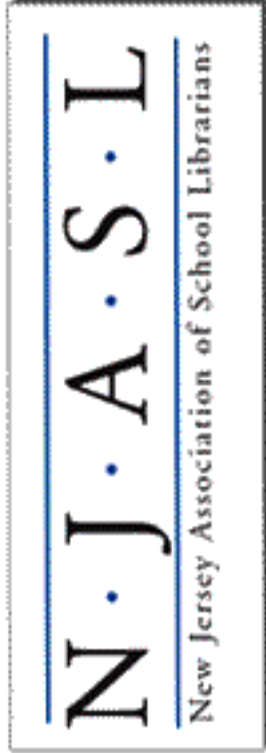
School
logo



School
logo



School
logo



[DRAFT] PRESS RELEASE

For Immediate Release: [Date]

Contact: [Name, phone number, and email address]

STUDENTS JUDGE BOOKS BY THEIR COVERS

Although encouraged never to judge a new book by its cover, [school's name] students will design and create new covers for old and current books, expressing their judgments of the tales, stories, legends or novels they read over the summer.

The New Jersey Association of School Librarians (NJASL) is sponsoring a library activity and exhibit that bridges the state's school and public library summer reading programs and Teen Read Week. Participating in the "Judge a Book by its Cover" exhibit allows the students to express their understanding of a book's character, plot, themes, or setting in a new way. Creating new book covers provides students with a forum visually, verbally, and technologically, and gives them extra-credit in as many as four classes.

NJASL President, LaDawna Harrington stated "Reading is the most important asset a child will ever have. Reading expands our tiny world and can singularly alter an individual. Reading can be a task, a chore, or it can be an adventure, capturing your imagination and taking you beyond yourself. Students need to know other people's stories." [school's name] Library Media Specialist, [your name] agrees. "[think up an interesting comment]"

Student book jackets will be on display in the Library Media Center during Teen Read Week. The culminating activity for this celebration will be a reception in the Media Center, exhibiting the book jackets, at [time] on [date]. The event will also be hosted by the participating departments: Art, Business, English, and Technology. Parents are invited to attend.

The eighth annual Teen Read Week will be celebrated October 16 – 22, 2005. [school's name] students will join hundreds of other schools, libraries, and bookstores across the country who are encouraging teens to celebrate this year's theme, "Get Real! @ your library®." Teen Read Week is the national adolescent literacy initiative of the Young Adult Library Services Association (YALSA), a division of the American Library Association.

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[Note: The final paragraph above was provided by Young Adult Library Services Association (YALSA), a division of the American Library Association. More promotional materials are available @ <http://www.ala.org/ala/yalsa/teenreading/trw/trw2005/pr.htm> .]

Book Covers:
Ignorable or Inviting?

Have you seen book jacket art that has nothing to do with the novel between its covers?

Do you feel that book covers are misleading?

Do they accurately depict characters and settings?

Have you seen covers that make books seem out-of-date?

Can you create a better cover for a novel you read?

Name of
School

Book Jacket
Web Sites

Cover Design: an
Introduction

<http://www.helpublish.com/cover.html>

Design Book Covers: An Overview
for Artists and Booksellers http://www.cafepress.com/cp/info/help/learn_book_covers.aspx

Judge a Book
by its Cover

Teen
Read
Week
2005

Sponsored by:

Art,

English,

Business,

Technology,

Library Media

Center,

and

N J Association

School Librarians

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**Book Jacket
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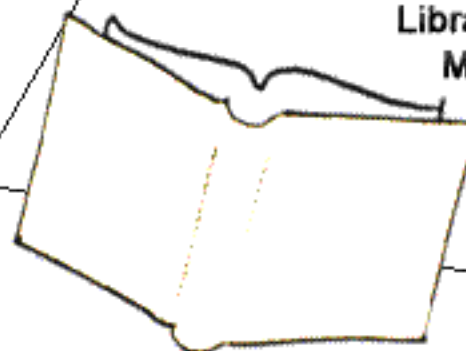


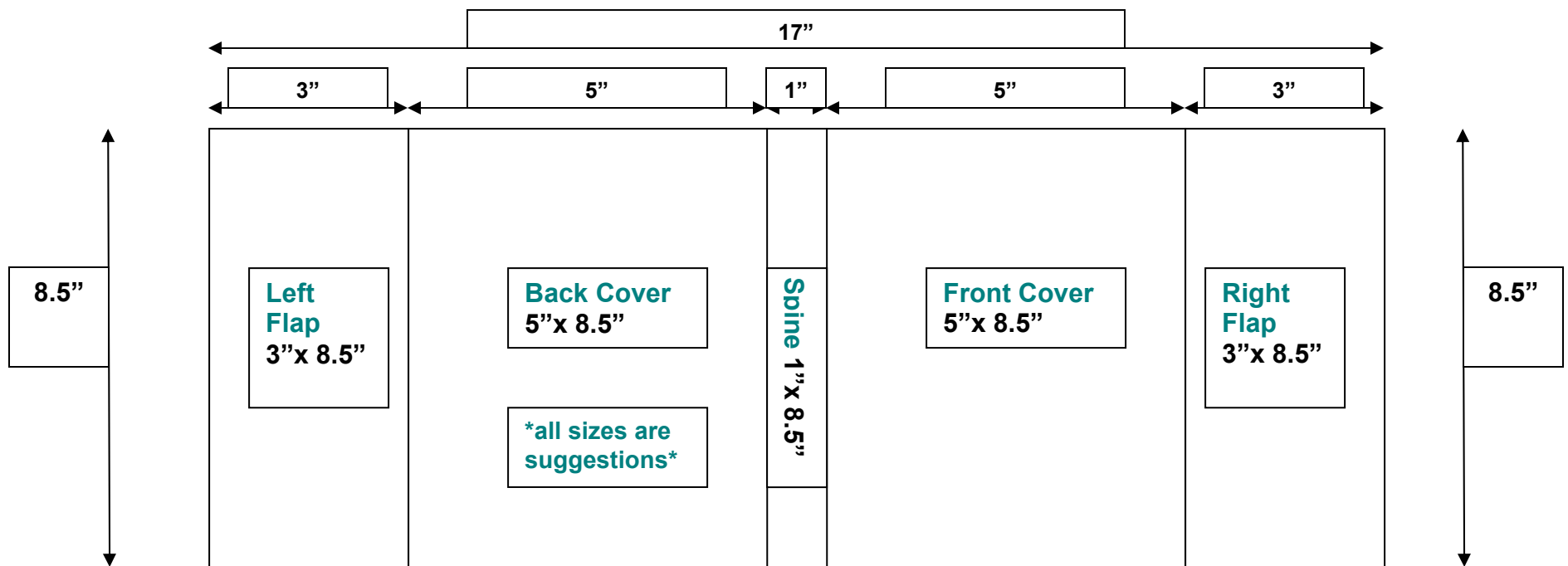
**Judge a Book
by its Cover**

**Teen
Read
Week
2005**

Sponsored by:

**Library
Media
Center,
and
NJASL**





Judge a Book by its Cover Exhibit

Design a new book cover or jacket for a novel you read.

Create with any artistic medium you like to use: collage, digital photography, pencil drawing, paint, printmaking, etc.

Use any technology application program you feel comfortable with: Photoshop, Word, Acrobat, etc.

Demonstrate your understanding of:

- Characters, theme, plot, and setting of the novel
- Writing blurbs (brief descriptions) or short book reviews
- Design elements and principles, use of color, use of fonts
- Technical abilities to utilize the capabilities of publishing software

Earn Extra Credit in Art, Business, English, and Technology Classes

Basic Requirements:

- **Front Cover and Back:** two images or graphics, attractive, appropriate colors and type fonts
- **Front Cover and Spine:** author's name and the title
- **Spine:** publisher's name
- **Cite** any images or information NOT created by you
- **Back Cover:** space for library barcode (1/2" x 2")

Department Requirements for Extra Credit:

- **English:** 2 paragraphs; choose to:
Write a short, original book review, or
Write a blurb depicting key characters and events, or
Quote excerpts of published reviews and articles
- **Art, Business, Technology:**
Additional images
Use of colors, lines, shapes, textures, typefaces, etc.
Use of technology (software programs, Internet resources, scanners, etc.)

Judge a Book by its Cover Exhibit Additional Resources Handout

Book Jacket Internet Resources:

Cover Design: an Introduction <http://www.helppublish.com/cover.html>

Make a Book Jacket: template <http://www.chozimo.com/Downloads/BookJacket.doc>

Design Book Covers: An overview for artists and booksellers

http://www.cafepress.com/cp/info/help/learn_book_covers.aspx

Make Book Covers with Photoshop: a Tutorial

<http://www.polydactylcatsunlimited.com/self-publishing/PS5-bookcover.html>

Colour Psychology and use in Book Cover Design

http://www.netwrite-publish.com/writing/color_psychology.htm

Digital Photography Internet Resources:

Design Tutorials:

Design Elements: <http://www.geocities.com/CollegePark/Classroom/6949/page3.html>

Design Principles: <http://www.geocities.com/CollegePark/Classroom/6949/page4.html>

Photography Tutorials:

Kodak: http://www.kodak.com/eknec/PageQuerier.jhtml?pg-path=38/39&pg-locale=en_US

Photoshop Tutorials:

Photoshop Elements Video Tutorials: <http://www.photoshopsupport.com/elements/tt.html>

Jay Arraich Elements Tutorial: http://www.araich.com/elements/pse_basics1.htm

Jay Arraich Tool Bar Tutorial: <http://www.araich.com/elements/ref2/aatoolbarV3.htm>

Graphics for text and backgrounds:

Absolute Web Graphics Archive: <http://www.grsites.com/webgraphics/>

Cool Text: <http://cooltext.com/>

Book Blurb and Review Internet Resources:

The Art of Writing Blurbs and Flap Copy

<http://www.cjohnsonenterprisesltd.com/BlurbsandFlapCopy.html>

The Book Blurb <http://enchanted-dreams.us/anovelapproach/articles/blurb.html>

Books: Writing a blurb

http://news.bbc.co.uk/cbbcnews/hi/newsid_1920000/newsid_1920900/1920938.stm

Writing Book Reviews – Fiction Questions (part of a longer article)

<http://www.library.dal.ca/how/bookrev.htm#Fiction>

Overview: Book Reviews from Colorado State University

<http://writing.colostate.edu/references/documents/bookreview/index.cfm>

**Judge a Book by its Cover Exhibit
Entry Form**

Name: _____

Grade: _____

Date: _____

Title of Book Cover: _____

Color(s) of Book Cover: _____

Teachers: _____

**School district's release consent form or statement
for uploading student work to the Internet**

Signature _____

Judge a Book by its Cover Exhibit Rubric

Yes / No	Required Basic Elements
	Two (2) images
	Author's name and title – cover
	Author's name and title – spine
	Publisher's name – spine
	Citations for images and quotes
	Barcode space – back cover
	Department Requirements
	Original book review – back cover or flaps (English)
	Original blurb or description – back cover or flaps (English)
	Excerpts or quotes of published reviews and articles – back cover or flaps (English)
	Additional images (Art, Business, Technology)
	Use of colors, lines, shapes, textures, typefaces (Art, Business, Technology)
	Use of technology (software programs, Internet resources, scanners, etc.) (Art, Business, Technology)

What the critics said
in 2001 . . .

"What accounts for
The Catcher in the Rye's
phenomenal success? No doubt
it has something to do with
the way young readers identify
with Holden Caulfield, the
novel's confused, desperate,
funny, and ultimately lovable
protagonist. In his war
against everything that is
phony and sad, he provides an
etiquette book for those who
see themselves reflected in
his doomed situation."
- Sanford Pinsker, Insight on
the News 17:13, Ap 2, '01.



4

"Turning against what Holden
calls the 'David Copperfield
crap,' Salinger made his book
antiliterary in a new way,
filling it with babbling and
'impressions that are overtaken
by afterthoughts, comic contra-
dictions half-recognitions,
and cancelled insights.'
[David]Castronovo writes. The
familiar subject of the lonely
youth is conveyed with a managed
incoherence, an attractive
breakdown of logic that appeals
to the confused adolescent in
all of us.'" - "Holden at 50"
Wilson Quarterly, 54:4, Autumn
'01.



Central Park Duck Pond
& Carousel, New York City



"Rosenbergs, H-Bomb, Sugar Ray,
Panmunjom
Brando, "The King and I", and
"The Catcher in the Rye" . . .

From "We Didn't Light the Fire"
by Billy Joel, Copyright Maritime Music 1989

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the
catcher
in the rye

j.d. salinger

What the critics said
in 1951 . . .

"Not only do some of the
events stretch probability,
but Holden's character is
iconoclast, a kind of latter-
day Tom Sawyer or Huck Finn,
is made monotonous and phony
by the formidably excessive
use of amateur swearing and
coarse language." - Riley
Hughes, Catholic World,
174:154 N '51.



4

"This may be a shock to many
parents who wonder about a
young man's thoughts and
actions, but its effect can
be a salutary one. An adult
book (very frank) and highly
recommended." - H.L.Roth,
Library Journal, 76:1125
Jl '51.

This is an odd, tragic and
at times an appallingly funny
book, with a taste of its own."
- Jocelyn Brooke, New Statesman
& Nation, 42:185 Ag 18, '51.

What the critics said in 2001 . . .

"What accounts for The Catcher in the Rye's phenomenal success? No doubt it has something to do with the way young readers identify with Holden Caulfield, the novel's confused, desperate, funny, and ultimately lovable protagonist. In his war against everything that is phony and sad, he provides an etiquette book for those who see themselves reflected in his doomed situation."

- Sanford Pinsker, Insight on the News 17:13, Ap 2, '01.



4

"Turning against what Holden calls the 'David Copperfield crap,' Salinger made his book antiliterary in a new way, filling it with babbling and 'impressions that are overtaken by afterthoughts, comic contradictions half-recognitions, and cancelled insights.' [David]Castronovo writes. The familiar subject of the lonely youth is conveyed with a managed incoherence, an attractive breakdown of logic that appeals to the confused adolescent in all of us." - "Holden at 50" Wilson Quarterly, 54:4, Autumn '01.



2

Central Park Duck Pond
& Carousel, New York City



3

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"Not only do some of the events stretch probability, but Holden's character is iconoclast, a kind of latter-day Tom Sawyer or Huck Finn, is made monotonous and phony by the formidably excessive use of amateur swearing and coarse language." - Riley Hughes, Catholic World, 174:154 N '51.



4

"This may be a shock to many parents who wonder about a young man's thoughts and actions, but its effect can be a salutary one. An adult book (very frank) and highly recommended." - H.L.Roth, Library Journal, 76:1125 J1 '51.

This is an odd, tragic and at times an appallingly funny book, with a taste of its own." - Jocelyn Brooke, New Statesman & Nation, 42:185 Ag 18, '51.

Judge a Book by its Cover Exhibit Book Jacket Photograph Credits

(An Informal List of Citations)

1 Children Playing

Photodisc Collection. Group of children playing. Getty Images. 15 August 2005
< <http://creative.gettyimages.com/source/home/home.aspx> >
(Royalty-free photograph purchased)

2 Central Park Duck Pond

Morine, Suzanne. ducks close.jpg. "A Catcher in the Rye Photo Tour." Exploring The Catcher in the Rye . Accessed 08 Aug. 2005 < http://www.geocities.com/exploring_citr/ >
(Permission to use granted)

3 Central Park Carousel

Central Park Conservancy. Carousel.jpg. "Virtual Park." Central Park: The Official Website. Accessed 08 Aug. 2005
< <http://www.centralparknyc.org/virtualpark/southend/carousel> >
(Permission to use granted)

4 Hunting Cap

Baron California Hats. curmudge.htm. "The Curmudgeon." Baron California Hats. Accessed 08 Aug. 2005
< <http://www.baronhats.com/> >
(Permission to use pending)

5 Baseball Glove

glove-mariners2.JPG. "Antique Toys and Collectibles." GASOLINE ALLEY ANTIQUES. 08 Aug. 2005
< <http://www.gasolinealleyantiques.com/sports/mariners.htm> >
(Permission to use granted)

Judge a Book by its Cover Exhibit

Sample Writing Project: Book Jacket Description

The **theme** I used for my jacket for The Catcher in the Rye was the poem Salinger had his main character, Holden Caulfield, misquote, "If a body *catch* a body coming through the rye." Holden envisions a field of children playing and a "catcher" who can save them from falling off a cliff into the perils and hypocrisies of adulthood. The front cover shows his vision: children playing and the catcher waiting to save them.

To make the jacket, I used **Photoshop Elements** and a **digital camera**. For the front cover, I used (and requested permission to use) a photograph from the Internet. I selected the figures of the three children with the magnetic lasso tool. Then, I removed the color and posterized the image. I gave it a drop shadow for depth. I wanted the children to appear as "generic" as possible, in contrast to the white catcher figure. The catcher figure is a photo I took. I used the magnetic lasso, painted the figure white, and gave it a drop shadow. I wanted readers to project themselves into this "everyman" character.

The spine functions as a separate area, and also unifies the front and back covers. I tried to **balance the weight, darkness, and size of the photographs** on each page and across the spread of the jacket. Throughout the jacket, I used "**new courier**" font because it is reminiscent of typewritten papers, and "looks" the way Holden might have expressed himself in his essays.

The back cover features actual photographs of two essential locations in the novel: the duck pond and carousel in NYC's Central Park. I presented them as straightforward photographs because they are real and they were very real for Holden. The first location was where he experienced one of his lowest points. The second was where he reaches his "epiphany," the understanding he does develop toward the end of the novel. I also quoted from a popular song written in 1989 that is frequently used as a musical guide to the major events of the second half of the 20th century. Inclusion in the song makes the point that this book was a major cultural icon for the "teens" of its time as it still speaks to adolescents today.

In reference to the book, the **color scheme** and **triangular color blocks** are strong contrasts. Holden Caulfield is at war with himself and with the external world; he fights fitting into a pre-ordained place, yet cannot find one for himself. Red and green clash. I softened the line of contact with a torn line in pale green. I gave the green a **soft organic texture** to recall grass. I gave the red areas a **stippled texture** to suggest discomfort.

I included a brief history of the novel on the flaps. Looking at the critical reviews of Catcher from when it was published and from its 50th anniversary are interesting studies in contrasts. I located these excerpts in on **EBSCO**, our online magazine subscription, and in **Book Review Digest**, a standard reference series.

Finally, I chose Catcher to create a jacket for because the novel is literally screaming for a new "look." The paperbacks covers in the stores now are bland and boring: maroon with yellow type, or white with black type and a tiny rainbow in the corner.

Judge a Book by its Cover
Notes on Reproducing Samples
and Promotional Materials

The sample book jacket for *The Catcher in the Rye* is included in this PDF in two versions: as a full size (8 1/2" x 11") version of the jacket and as printable (8 1/2" x 11") "halves." To assemble a complete sample, print out the two halves, tape them together, and place them in a mylar jacket cover.

The lesson, sample book jacket, flyers, poster, and bookmarks were made with Adobe Photoshop Elements 3.0 and Microsoft Word. They were converted into PDFs to create the Teen Read Week package with Adobe Acrobat 6.0. The PDF pages can be captured with a variety of writing, drawing or photography programs. However, to manipulate the pages in the PDF format, Acrobat software is required. There may be discrepancies between these materials, versions of the software, the computer's operating system, and the printer.

Both versions of "Judge a Book by its Cover" are available online from NJASL: the original Photoshop jpegs and gifs and the Word documents, as well as the complete PDF package. Permission is hereby granted to library media specialists or teachers, who need to adapt these files so that they may be used with elementary and high school students, to do so.