

Scraps of My Life

A Creative Writing Unit for the Upper Grades

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"Scraps of My Life" Creating Scrapbooks About Yourself

Unit Introduction

Purpose of Unit

There are two primary goals of this unit: 1) To encourage students to think reflectively about themselves – their interests, values, beliefs – in order to gain better insight into themselves, and 2) to develop the students' writing skills, particularly the writing of well-composed paragraphs. At the end of the unit each student will have completed a thematic scrapbook that shares something of him / herself with others.

Structure of Unit

The unit will begin with an introduction to scrapbooks and in particular to thematic scrapbooks. From there the teacher will guide students through a mini-course on the writing process and how to create effective paragraphs. Students will then use this knowledge to compose at least fourteen paragraphs. The unit will conclude with a brief overview of the principles of design and time devoted to putting together the actual scrapbooks. Some teachers, however, might choose to modify this structure and introduce design earlier in the unit so that students could complete pages as they go. Finally, students will share their creations with others.

Length of Unit

The unit is designed to cover an extended period of time (several months to a semester) in order to allow for reflection and use of the writing process – prewriting, drafting, revising, etc. That does not mean, however, that teachers will devote their entire language arts periods to this unit. Most will probably find that they would continue teaching another aspect of language arts (grammar, literature, etc.) between these activities.

Grade Levels for Unit

Although this unit is designed with ninth and tenth graders in mind, it could certainly be used, with appropriate modifications, for any group capable of writing paragraphs. It would be particularly appropriate for fifth grade on up. It is preferable that students have spent some time studying the different modes of writing – narrative, descriptive, persuasive, reflective – but of course this is not completely necessary.



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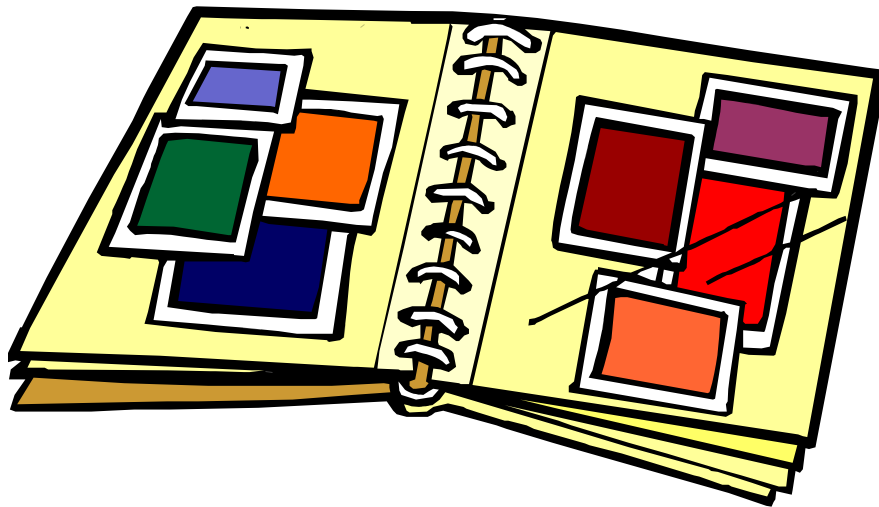
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Teacher Instructions

Introductory Activity 1

Sharing about Yourself with a Partner

Students love to talk about themselves. The purpose of this activity is to get students thinking about how they share about themselves orally and to lead them to see that they can also do so in writing.

Begin by having students clear their desks in preparation for the activity. Then place students in pairs, either allowing students to choose their own partners or pairing them. During the Developing Activities section of the unit, students will need to have writing partners, so this might be the time to establish those pairs.

Create a list of five to six starter topics designed to get students talking about themselves. Place them on an overhead, in a computer program so that they can be projected onto a screen, or on a poster board. If necessary, write them on a chalkboard but find a way to cover them until you are ready for them. Examples of potential topics:

- The worst present I ever received
- Why I am a Christian
- My favorite holiday
- My future career choice
- My scariest moment
- A funny family story
- My strangest relative

Explain to the class that you are going to display a series of topics from which each student should choose one. The older student should go first and will get one minute to share in response to the topic he / she chose. Then it will be the second student's turn. Give them another minute.

Display the topics. Give the first set of students one minute, then have them switch.

When the time is up, ask the class if anyone would like to share what he / she said, or what his / her partner said and take responses.

Point out that students just shared about themselves orally and that they can also share about themselves in a written format. Sharing about oneself is a good way to learn about oneself. Explain that during the next semester / few months, they will be spending time reflecting on their interests, hobbies, memorable moments, and so on, and will be creating a scrapbook filled with their reflections.



Teacher Instructions

Introductory Activity 2

Introducing the Concept of a Scrapbook 1

Your students are probably familiar with the term “scrapbook,” but most likely they have a variety of different conceptions about the meaning of the word. Explain to the class that they’re going to be doing an exercise to get them thinking about their semester project. You may choose to introduce the project before they begin the activity, or let the activity lead them to realizing that they will be working on scrapbooks.

Begin by having students get into pairs—with their writing partners if these have already been established. Pass out the Student Handout titled “What is a Scrapbook?” giving one to each pair of students, and go over the instructions for steps one and two with the class. Stress that they cannot do anything with step three until they receive further instructions, and that will come later. Give the class about five minutes to complete the first two steps.

Bring everyone back together and have them share their definitions of “scrap.” Lead them, if their answers don’t bring you there already, to see that the term has something to do with bits and pieces of something.

Have one student from each pair share one item from the list they compiled for step two. Create a master list of these items on an overhead screen or the chalkboard. Keep going until everyone has exhausted all the items on their lists.

Explain that you are now going to give them the instructions for step three. Display these instructions on an overhead screen:

- **Take the master list and group its items into similar categories. Try to come up with at least three categories. Place each item into a category.**

Give the pairs another five minutes or so to complete this task. Then bring them back together and have one student from each group report on how they categorized the items. Accept all reasonable categories, but lead students to see that the components of a scrapbook tend to fall into two or three main groups – text and visual elements. The visual elements are often broken down into photographs, illustrations, and memorabilia.

Finally, have student pairs respond to step four. Urge them to list as many purposes as possible. Give them a few minutes to respond, then call on students to share their responses. Lead them to see that scrapbooks not only preserve memories, but also provide ways for people to share themselves with others, and even a process for learning about oneself.



Student Activity

What is a Scrapbook?

1. Working with your partner(s), define the word “scrap” using your knowledge, not that of a dictionary.
2. List everything that you and your partner(s) can think of that could conceivably be found in a scrapbook.
3. Follow your teacher’s instructions for step 3.
4. What do you think is the purpose of a scrapbook? Explain in as much detail as possible. You might feel that scrapbooks could serve more than one purpose.



Teacher Instructions

Introductory Activity 3

Introducing the Concept of a Scrapbook 2

Suggested Resources

- Scrapbooking magazines
- Scrapbooking “How-To” books
- Actual scrapbooks created by the teacher (thematic if possible) or someone else
- Copies of student scrapbooks from previous times through the unit
- Other scrapbooking web site addresses the teacher has discovered in addition to those listed on the handout

This activity is designed to give students a taste of the creative possibilities of scrapbooking. You, as the teacher, should determine how much time you wish to devote to the task. It is recommended that you spend some time becoming acquainted with the topic yourself, if you haven't done so already. Do keep in mind, however, that it is unlikely you can familiarize yourself with every aspect of scrapbooking – it is a continually evolving hobby. Instead, focus on learning some of the basics. Look, in particular, for information on completely computer-generated scrapbook pages.

Begin by reminding students of the two essential components of a scrapbook – text and visuals. Stress that while some scrapbook pages do focus primarily on visuals, because they will be working on developing writing skills, text will play an extremely important role in their scrapbooks. In addition, well-written journaling increases the “historical” value of a scrapbook.

Explain that shortly they will receive a handout detailing the project, but for right now you want to stress that they have options for the final format of their scrapbooks. They may use a traditional scrapbook purchased at a store, which they fill with papers, photos and illustrations. Or, students may choose to create their scrapbooks entirely with the use of computer software. These students will, however, need to produce a hard copy of their scrapbook that can be handed in to the teacher and set out for display.

Pass out the “Student Activity – Getting Acquainted with Scrapbooks and Scrapbook Technology” handout and run through the instructions with the class. Show them the resources you have provided then allow them to get to work. Be available to provide guidance.

When students have finished, have them share their findings with the class. Spend some time discussing the differences between traditional and computer-generated scrapbook pages.



Student Activity **Getting Acquainted with Scrapbooks** **& Scrapbook Terminology**

Creating scrapbooks has become an increasingly popular hobby. While many people follow the traditional cut and paste method, others build their memory documents completely on computers. Whichever method chosen, the final project always contains a combination of text and visuals.

This activity is designed to help you get a better understanding of what comprises a scrapbook, in preparation for making your own. Please keep in mind that while most scrapbookers are female, and their creations reflect their styles, there is no “right” way to scrapbook. Your scrapbooks should reflect you and your style. Scrapbooks can be “masculine.” They should reflect YOUR personality and interests.

1. Spend some time going through the scrapbook examples that your teacher provides for you. These might include actual scrapbooks by the teacher, others, or previous students, scrapbook magazines and how-to books, and web site addresses. The following web sites are sponsored by scrapbooking magazines (except for “Two Peas in a Bucket”) and contain lots of useful information.

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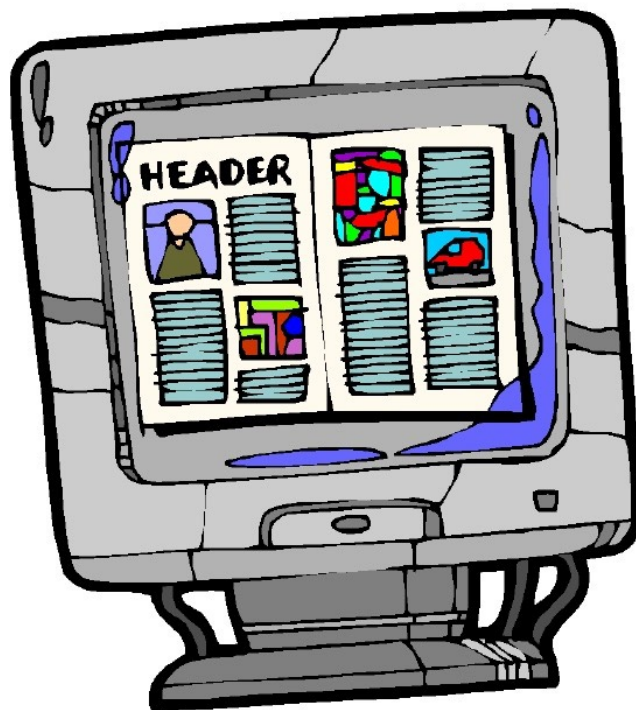
2. Choose five terms used in scrapbooking to describe scrapbooking equipment or techniques. List the words below and define each term.

3. Search for information regarding completely computer-generated scrapbook pages. Write a paragraph summarizing your findings. Discuss how the two techniques differ and the special effects that can be created using a computer.



4. Creating attractive, well-balanced layouts is an important step in making pages that convey what you want them to do. Research "layout." Explain what is meant by this word in relation to scrapbooking. Then list two specialized words used to talk about layout and define these words.

PAGE LAYOUT



Teacher Instructions

Introductory Activity 4

Introducing Thematic Scrapbooks

The purpose of this activity is to introduce students to a specialized type of scrapbook –the thematic album. Students will do research on scrapbooking web sites for theme albums, then learn about the structure of a typical theme album. Finally, they will be introduced to the project. This activity will most likely require more than one day to complete.

Begin by reviewing what students have learned so far about scrapbooks. Then explain that an increasingly popular type of scrapbook being developed is something known as a thematic album.

Pass out the handout, “What’s a Theme Album?” and go over the instructions with the students.

After students have been given sufficient time for their research, bring the class back together. This might be on a different day. Have students share what they’ve found and discuss the characteristics of thematic albums. Emphasize that thematic albums generally have a limited number of pages and a clear structure to them. Explain that you will talk more about the typical structure of thematic albums shortly.

Focus attention on the lists students made for step 2 of the worksheet. Go around the room, calling on each student to share one topic until everyone has exhausted their lists. Encourage students to add to their lists. Then display the following instructions:

- **While all scrapbooks reveal something about the personality and interests of their creators, some do so more directly than others. For example, a thematic album entitled, “Favorite Childhood Songs” would tell more about the creator than one called “My Trip to Disneyland.” Take a look at your list. Circle those that you believe would be most likely to provide insight into the minds of the creator.**

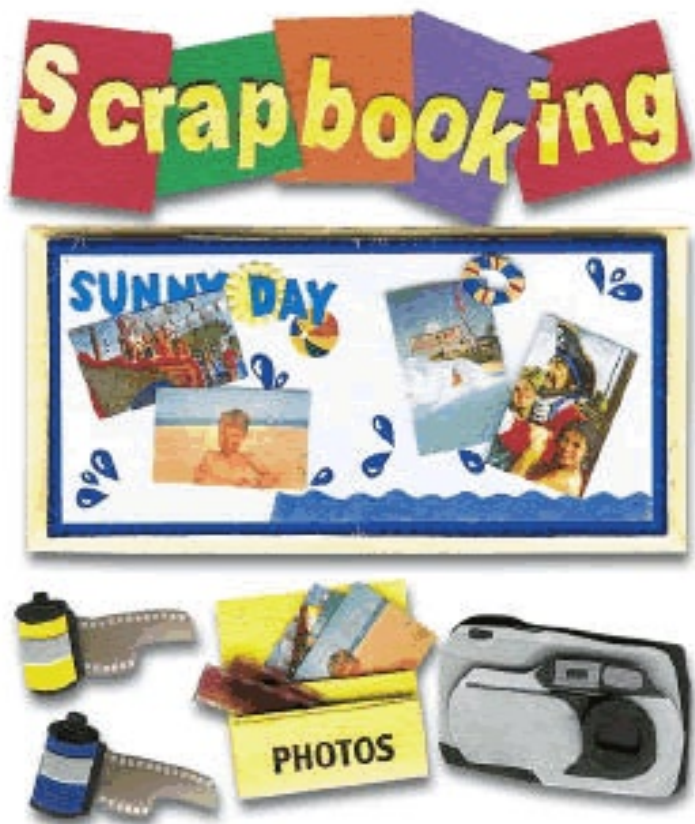
After providing time for students to complete the activity, have them share the topics they chose and discuss why they chose what they did.

Ask the class if they found any special terminology used to describe thematic scrapbooks and discuss any terms discovered. Then explain that you’re going to provide them with a quick overview of the typical structure of thematic scrapbooks.



Pass out the Student Activity Handout, “Theme Album Terminology” and go over the instructions with the class. Then give them time to do the research and fill out the worksheet with the definitions they found.

Bring the class back together. Using the Power Point presentation, “Thematic Scrapbooks,” run through the basic terminology with the class. Have them compare this to what they found.



Student Activity

Theme Album Terminology

Look up the following web site. It is the first of a three page lesson on thematic or “simple” scrapbooks. Read through the pages to find definitions for the terms and write them in the spaces provided.

1. Simple Scrapbook
2. Framework
3. Title Page
4. Introduction / Dedication Page
5. Table of Contents Page



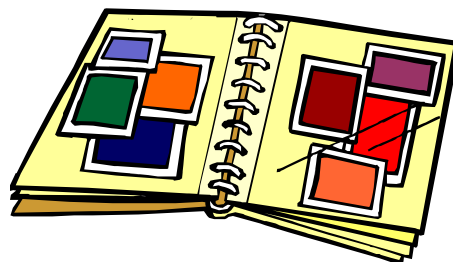
6. Section Pages

7. Filler Pages

8. Closing Page

9. Materials File

10. Format



Teacher Instructions

Developing Activity 1 Introducing / Reviewing the Writing Process

The purpose of this activity is to introduce / review the basic steps of the writing process. You will want to stress that although there is a general order to these steps, writers regularly jump back and forth between them as they see fit and that no assignment is ever truly “finished.”

Form students into pairs or groups of threes and give each set a handout. Run through the instructions with the class, then give each group time to discuss and respond to the questions.

After students have completed the exercise, bring the class together and have them share their responses. If possible, have them transfer their lists of steps to the chalkboard or large sheets of paper that can be posted and then do so.

Tell the class that you’re going to provide them with a handout that summarizes the commonly accepted steps in the writing process. Remind them again that while most people start with some form of pre-writing, and the last step is publishing in some form or other, it is normal to jump back and forth between the steps.

Pass out the “Student Handout – The Writing Process” and have the class vote as to which group came closest with their list.

Pass out the “Student Activity Handout – Illustrating the Writing Process,” go over the instructions with the class, and then provide them with a due date. You can schedule this at any point during the unit that you desire. If you wish, you may choose to introduce this activity at a later date.

As an additional enrichment activity, you may choose to have students complete the Writing Process Webquest found at:

<http://curry.edschool.virginia.edu/go/edis771/98webquests/student/scarlyoung/WQ2Powers1.html>



The Writing Process

There are five major steps in the writing process:

- **Prewriting**
The writer puts some thought into what she will write. She will probably:
 - Explore possible ideas
 - Choose and narrow the topic
 - Decide for whom and why she is writing
 - Determine the main idea of her piece
 - Gather supporting details to develop that idea
 - Organize these details into a good and logical order, often creating an outline
- **Drafting**
Here the writer uses her outline as a sort of map, but puts down her ideas in complete sentences. She doesn't worry too much about grammar, spelling, style, and so on, at this point, although the better a writer gets, the more naturally she writes correctly and effectively and the more time she saves later.
- **Revising**
Now the writer reads through her paper to make sure that her ideas flow smoothly and logically (revising for sense) and that she has used the most effective words and sentence structures (revising for word choice and style).
- **Editing & Proofreading**
During editing and proofreading the writer looks carefully at the mechanical aspects of her paper and fixes all mistakes:
 - Spelling
 - Punctuation
 - Capitalization
 - Grammar
- **Presenting / Publishing**
Finally the writer creates a (nearly) perfect copy of her work and shares it with others.

A good writer usually finds herself jumping backwards and forwards between these steps. After revising she may decide she needs to do some prewriting activities to come up with some new ideas. She may proofread at every stage.

The better writer you become, the more naturally you will do these steps!



Student Activity

Illustrating the Writing Process

Now that you've become familiar with the writing process, you'll be using it to write paragraphs to include in a scrapbook. Choose one of the paragraphs you have written and create a poster – either on traditional poster board or using some form of print / publishing software – to illustrate the writing process. Follow these guidelines.

- Your poster needs to be clearly titled “The Writing Process.”
- It can, and probably should, contain some sort of subtitle that mentions the topic of the paragraph you are using to illustrate the writing process. For example, your paragraph might be about the worst gift you ever received. In that case, your subtitle might be “The Worst Gift I Ever Received.”
- Your poster needs to list all steps in the writing process and illustrate both the traditional flow of the process and the fact that writers can also jump backwards and forwards through the steps. The names of these steps should be in large, easy-to-see print.
- Each step in the writing process should contain an appropriate example
 - For your **pre-writing** step, you should include notes and / or an outline for your paragraph.
 - For your **drafting** step, include the first draft of your paragraph—whether it was typed or handwritten.
 - For your **revising** step, you might find that you have several different drafts to include. Although many people might make changes directly on the computer, you should probably handwrite changes on a previous draft so that people can see the types of changes in structure and content that you made.
 - For your **editing/proofreading** step, include examples that show corrections in spelling, grammar, punctuation, etc.
 - For your **publishing** step, include a neat and clean copy of your final draft.



Teacher Instructions

Developing Activity 2

Introducing / Reviewing Effective Paragraphs

The purpose of this activity is to introduce students to (or review with them) the components of effective paragraphs. Exactly how you approach this activity will depend on whether or not you have previously addressed paragraph structure with your class. You might choose to use the information in your composition textbook rather than this activity to go over the same information. Whichever method you choose, you'll begin by getting them thinking about paragraphs and then supply them with basic information about well-composed paragraphs.

Have students form into pairs and give each pair a large sheet of paper and a marker. Explain that you are going to display two questions about paragraphs and you want them to answer, to the best of their abilities, these questions, jotting down their responses on the paper. They should write big enough that people could read them from the back of the last row.

- **What is a paragraph?**
- **What are the main parts of a typical paragraph?**

Give students a few minutes to discuss and write, and then bring the class back together. Post the papers up in the front of the classroom. Then go around the room and have one person from each pair read their definition. Have students suggest how to combine all the definitions into one definition and then post that somewhere where it is visible to all students.

Go back through the pairs and have the other partner read out their pair's components of a paragraph. Again, compile a sort of master list that incorporates all student suggestions.

Finally, pass out the "Student Handout –Topical Paragraphs" and go through it with the class. Have the class identify which pair(s) came closest to correctly defining paragraphs and identifying their components.

If possible, supply the class with examples of paragraphs that illustrate the points they have studied and have them identify these different elements. They could also identify weaknesses in paragraphs. Most composition textbooks will provide useful examples.



Topical Paragraphs

Definition of a Topical Paragraph

A topical paragraph is a group of sentences which work together to say something about a single topic—often called the main idea of the paragraph. This main idea can be directly stated or it can be implied.

Parts of a Topical Paragraph

Most topical paragraphs have two main parts:

- A topic sentence that summarizes the main idea
- Sentences which support, explain, develop, and / or illustrate the main idea.

The Topic Sentence

Although not every paragraph will have a topic sentence, many do. The topic sentence summarizes the main idea of the paragraph. It can be located anywhere within the paragraph:

- At the beginning of the paragraph to preview the topic
- In the middle of a paragraph if the topic sentence needs introduction
- At the end of the paragraph to summarize the topic and leave the point in the reader's mind

The Supporting Sentences

The remaining sentences in a paragraph with a topic sentence function as supporting sentences. They explain, develop, or illustrate the main idea. To do this a person can use:

- Facts
- Statistics
- Examples
- Illustrations
- Instances
- Details



A Common Paragraph Pattern: TRI

There are many different patterns that a paragraph can take, but one of the most common is “TRI.” (These elements can be rearranged to create other patterns - ITR and TIR.)

- Topic - The paragraph begins with a topic statement
- Restatement - The main idea is then restated in other words
- Illustration - One or more sentences use facts and examples to illustrate the main idea.

Characteristics of a Good Paragraph

A good paragraph is both unified and coherent.

- Unified means that all the sentences in the paragraph are related to a single main idea.
- Coherent means that all the ideas / sentences are organized in a logical order and in a way that allows the reader to follow the writer’s train of thought. Some possible orders are:

- Chronological Order
- Spatial Order
- Order of Importance
- Comparison-and-Contrast Order



Teacher Instructions

Developing Activity 3

Introducing the Scrapbook Project

The purpose of this activity is to introduce students to the primary task of this unit—the creating of a thematic scrapbook. Students will choose their topic and decide on the specific contents. A handout describing the project is included. However, many teachers will probably wish to create their own customized handout with more specific information about due dates, assessment methods, etc.

Begin by reviewing with the class what they have learned about scrapbooking and in particular, thematic albums. Remind them of the structure of such albums and discuss the terminology studied. If desired, you might give them a quiz over the terminology. It is particularly important that they understand the difference between section and filler pages. Remind them also of the importance of sharing about themselves in order to get better acquainted with each other.

Pass out the four page “Scraps of Me” handout. Have students take turns reading the different parts on the first page.

Move onto the second page which begins the discussion of possible topics. Read through the introduction together and stress the two requirements for a workable topic.

Depending on time, you might read through the suggested topics as a class, or assign students to read them on their own.

Pass out the Student Activity “Scraps of Me – Choosing a Topic” handout and go through it with the class. Be sure they understand that their topics need to be capable of being broken down into sub-topics – and these would be listed as section page titles. Give them some examples. A scrapbook about “My Friends” might be divided into childhood friends, elementary school friends, junior high friends, and high school friends. An album discussing Christmas memories could be broken into Christmas traditions, favorite gifts, favorite Christmas stories, and traditional Christmas food. There is a sample completed form. If you are doing a scrapbook along with your students, you could fill out the form and provide it as an example instead.

Assign students to choose a topic and fill out the handout. You will probably want to give them the opportunity to change their minds, or modify their plans, but require them to adjust their outline accordingly. Stress that if they think of their final scrapbook as a single unit, what they are doing is a form of “Pre-Writing.” Once they have completed the handout, check that they have chosen an appropriate topic and broken it down in a way that works. Give guidance, as needed, to correct any problems.



“Scraps of My Life” Project

Purpose of the Project

The primary focus of this project will be on developing your composition skills –particularly your ability to compose effective paragraphs. However, your scrapbook should also provide a means for you to think reflectively about yourself–your interests, values, beliefs, etc. When you are finished, it would reveal something about YOU to others.

Form & Content of the Project

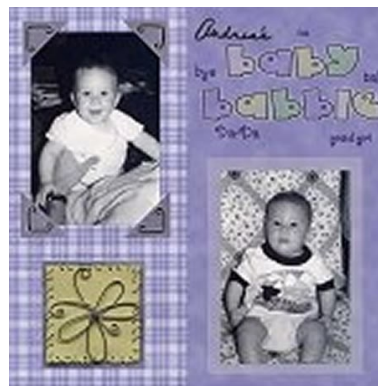
You will be creating a thematic scrapbook or portfolio with at least 14 filler pages. After choosing your theme, you will break your topic down into subtopics. Each page or set of pages will need a title, some form of illustration – whether artwork or photographs –and then at least one paragraph discussing that aspect of your topic. You will introduce your book with a title / introductory page and also include divider pages, a table of contents, and possibly a conclusion. This can be done either in an actual scrapbook or in a computerized format (you do need to be able to print out a hard copy). Whichever form you choose, however, you need to work to make your presentation attractive.

Project Due Dates

A variety of different due dates will be assigned as we progress. All writing will be completed first. The final scrapbooks will be assembled during the last weeks of the unit.

Basis of the Project Grade

Your grade will be based on a number of factors, but the bulk of points will come from writing. There will be small grades given throughout the semester as you write each section, and then a larger grade for the completed project. The completed project will also be evaluated on neatness and use of basic design principles as well as on the quality of writing.



“Scrap of My Life” Suggested Topics

Below is a lengthy list of possible topics for a thematic scrapbook. Remember, these are only ideas. You are free to create your own topic, but keep in mind two important requirements:

- Your topic shouldn't be too broad or too narrow. On the one hand, it should permit you to produce at least 14 different filler pages. On the other, you should be able to cover the whole topic in the time allotted. If you chose “My Life History” be prepared to discuss your life from birth to the present, rather than stopping in the middle. (Of course, you can always readjust the focus of your scrapbook if you find your project has grown too big to handle.)
- Your topic needs to provide an opportunity for you to reflect on yourself—your values, interests, beliefs, etc. Your writing should contain a strong sense of YOU. A description of your top favorite cars won't work if all you do is list facts about the cars. It can work if you discuss why each car appeals to you.

You will need to run your topic by me, but you should find that almost anything that interests you would be acceptable as long as it meets the requirements above.

Possible Topics

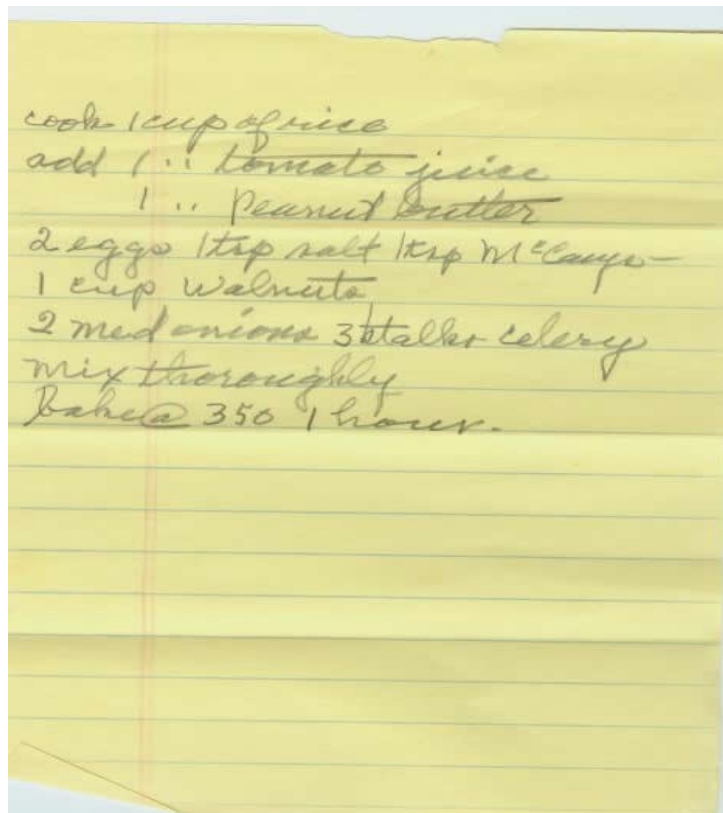
- **My Life Story** - A scrapbook of this sort would give a general description of yourself and your family and where you've lived and gone to school up to now. You could include a variety of pictures of family members, places lived, schools, etc.
- **Friends** - This scrapbook would highlight people that are special to you. You could dedicate a page or two (or even more for a very close friend) to each person and include his / her picture.
- **Holiday or Birthday** - Choose a holiday that is very important to you – for example, Christmas – and describe in detail how your family celebrates it. One page could focus on a discussion of your tree, another on food eaten, another on the stockings, another on presents given and received, etc. Pictures would be of various celebrations and aspects of those celebrations. You could even talk about different ways you've celebrated through the years. For a birthday book, you could describe how you celebrated your birthday each year.
- **My Family** - Describe each member of your family. Obviously, you'd include a variety of pictures of each person. This might need to extend to grandparents, aunts and uncles, cousins, etc.
- **My Home** - Do a detailed, room-by-room description of your home and its surroundings.
- **Family Pets** - If you have a lot of pets now, or have had many through the years, describe these pets – their looks, personalities, and what they mean to you.



- **My Education** - Describe the different schools you've attended and the teachers you've had through the years.
- **A Hobby or Interest** - Choose a hobby in which you're involved and talk about the various aspects of the hobby itself and how you became involved. This could be a collection, a sport, or the creation of something. You could take pictures of your collection, of yourself playing in the sport, or of what you've created.
- **Gratitude/Thankfulness** - Make a list of the top ten or twenty things for which you are thankful. Include a picture and description of each.
- **A Top 10 or 20 List** - Your favorite singers, the ten best basketball players, your favorite scripture verses and what they mean to you, etc. Come up with a list of related items, then illustrate the list and explain why you selected each item. Remember, you need to discuss why these are important to YOU.
- **Favorite Childhood Songs, Poetry, or Nursery Rhymes** - Select songs, poems, or nursery rhymes that you enjoy, provide illustrations for these, and then journal why you chose each of these pieces. You could also do a similar scrapbook using books or movies. In this case, you would need to summarize the book or movie and then write a paragraph about why you like each one.
- **Favorite Quotes/Sayings** - Choose favorite quotes or sayings. Provide illustrations for each, and then journal why these quotes are important to you.
- **History of My Name and Names in My Family** - If there are stories behind many of the names in the family, and perhaps even your last name, you could relate these in scrapbook format.
- **Groups to Which I Belong/Future Roles I Might Have** - Discuss the roles you currently have as well as future roles you'd like to have. Describe how they affect your life. Explore roles such as son / daughter, brother / sister, nephew / niece, grandson / granddaughter, friend, teammate, husband / wife, father / mother, etc.
- **My Current Family Story** - This album could trace the story of your family's life since you were born (or your parents were married.)
- **My Family History** - This is a more specific format of the above and might include grandparents' and parents' names (including maiden name of mother and grandmothers), when and where born, marriage to whom, when, and where, names of aunts, uncles, cousins, and so on, and, finally, deaths. A family tree would be a good addition. Such a scrapbook might also include elements of the following:
- **Family Country/Countries of Origins** - Does your family come from many different countries, or has one country had a strong influence on your family's culture? In a scrapbook, discuss the different origins of your family or describe one primary origin and explain how its culture is reflected in your family. If possible, include map(s) and arrows showing routes of immigration.



- **Family Member Interviews** - This scrapbook could be composed of brief interviews with numerous members of one's extended family. Interviews could be about a significant person in the student's life and include things like name, when and where born, parents' and siblings' names, places lived, job, and religion. It could have favorites such as relative, holidays, food, weekend fun, vacations, schools, teachers, friends, books, movies, sayings, and pets. It might talk about when the individual was proud, grown up, sad, embarrassed, scared, mad, etc. Students will present their interview in a way that compares their own life to the life of the person they interviewed.
- **My Own Favorite or Traditional Family Recipes** - Such a scrapbook could include favorite family recipes (divided by type) with a description of the memories associated with each – perhaps when it was served or who was famous for making it. A good introduction could pull everything together.



4. Page 4 -
5. Page 5 -
6. Page 6 -
7. Page 7 -
8. Page 8 -
9. Page 9 -
10. Page 10 -
11. Page 11 -
12. Page 12 -
13. Page 13 -
14. Page 14 -
15. Page 15 -
16. Page 16 -
17. Page 17 -
18. Page 18 -
19. Page 19 -
20. Page 20 -



Student Activity

“Scraps of My Life”

Choosing a Topic

Sample Form

Complete the following with an idea for a scrapbook. This need not be your final idea –You can change it in the next week or so. However, you will need to begin writing soon so you will have to come to a final decision before too long.

1. Title/Theme of My Scrapbook

My Friends

2. Sections of My Scrapbook (at least four – if you want more then just add them below)

1. Section 1 - **Childhood Friends**
2. Section 2 - **Elementary School Friends**
3. Section 3 - **High School Friends**
4. Section 4 - **College Friends**

3. Detailed breakdown of scrapbook page by page – remember, you need at least 14 filler pages. Don't forget to include a title page, a dedication page if you desire, etc. If you need more pages to adequately cover your topic, just add them in.

1. Page 1 - **Title Page**
2. Page 2 - **Introduction & Dedication Page**
3. Page 3 - **Childhood Friends Section Page**



4. Page 4 - **Melinda**
5. Page 5 - **Kathy**
6. Page 6 - **Elementary School Friends Section Page**
7. Page 7 - **Lori**
8. Page 8 - **Tracy & Nicole**
9. Page 9 - **Meg**
10. Page 10 - **Lorraine**
11. Page 11 - **High School Friends Section Page**
12. Page 12- **Elizabeth**
13. Page 13 - **Melinda**
14. Page 14 - **College Friends Section Page**
15. Page 15 - **Kristyn**
16. Page 16 - **Jenny**
17. Page 17 - **Michelle**
18. Page 18 - **Jana**
19. Page 19 - **Shannon**
20. Page 20 - **Conclusion**



Teacher Instructions

Writing the Filler Pages

Pre-Writing & Drafting

Once students begin writing their paragraphs they will do essentially the same series of activities over and over. You will want to plan out your own schedule, but should keep in mind that students need to go through the process at least 14 times if they are to have 14 filler pages. In addition, each time through will require at least two to three days, depending on how you wish to schedule the unit and how many drafts are required.

Each student will be writing on a completely different topic but should follow the same steps in the writing process.

Begin by forming students into writing pairs, if you haven't done so already. Explain that they will be working together to evaluate each other's writing.

On the first day, give pairs about 30 seconds to share their topics with each other. Then go around the room and have each person describe his / her partner's topic.

Tell the class that they do not have to write paragraphs in the order in which they will occur in their scrapbook – they can write them in any order they choose as the scrapbooks will be assembled later. Have students choose a topic and then give them about 14 seconds to share that topic with their partner. Call on students to share the topics their partners have chosen.

Do a quick review of the characteristics of effective topical paragraphs. Remind the class that the paragraph should be on a single topic, and convey one main idea or impression of that topic. This impression can be stated in a topic sentence, or simply implied. All information in the paragraph should support or illustrate that main idea. (This review is intended primarily for the first day, and need not be repeated each time, but it would not hurt to revisit the topic regularly.)

Pass out the corresponding handout. (These will be the same each time the students write a new paragraph, so they will be used at least 14 times. Some students might choose to have more than fourteen filler pages in which case they would need to have extra copies.) Go through the instructions with the class, stressing that they need to write a complete sentence for step 3. You may want to give further examples of correct and incorrect format.

Set a due date for both the worksheet and the first draft to be completed. Stress that students will need to save their first draft so that they can retrieve it for editing.



Student Activity

“Scraps of My Life”

Filler Page Pre-Writing & Drafting

1. Title of My Page / Paragraph
2. Title of Section to Which It Belongs
3. In a complete sentence, summarize the main impression of your subject that you wish to convey in this paragraph. Be specific. Neither “My favorite subject in school” or “Why I like history class” is a complete sentence. Nor do they convey specific information. “History is my favorite class because I love stories about the past” is both complete and specific.
4. Make notes on the information you will need to include in this paragraph in order to prove the above statement.
5. Finally, write the first draft of your paragraph. Use complete sentences. You might adapt the sentence you wrote for number 3 and make it a topic sentence or you may prefer to use an implied main idea. This paragraph must be typed and double-spaced.



Teacher Instructions

Writing the Filler Pages

Peer Evaluation & Revising

Once students have completed their first drafts it is time for them to look at revising. Have students get with their partners and read their first drafts to each other. (Partners should not see the Pre-Writing worksheet or be told the intended main idea of the paragraph.) Then supply each student with a copy of the “Filler Page Peer Evaluation” form. Run through the instructions with the class and have students complete the form in reference to their partner’s paragraph.

Time permitting, have students share either with their partners or with the class as a whole what they understood to be the main idea of the paragraph. If there is a big discrepancy between what a student wrote as his / her main idea, and what his / her partner understood to be the main idea, then this difference should be addressed.

It is recommended that the teacher also do a run-through of student first drafts, focusing on content rather than technical errors.

Pass out the student handout “Revising Your Paragraph” and go over the instructions with the class.



Student Activity

“Scraps of My Life”

Filler Page Peer Evaluation Form

1. In a sentence, summarize what you believe is the main idea of your partner’s paragraph.
2. Does every sentence in the paragraph support this main idea? Are there any sentences that need to be removed? If so, cross them out lightly.
3. Are the sentences arranged in a logical order? If so, describe that order: chronological, spatial—from top to bottom, left to right, by topics, etc.
4. Is there any information you would like to see added?
5. What do you find is most effective about this piece?
6. What, if anything, don’t you understand about the topic after reading the paragraph?
7. What changes would you suggest to improve this paragraph?



Student Activity

“Scraps of My Life”

Filler Page Revising

1. Read through the comments your peer evaluator and / or teacher made about your paragraph, both on the evaluation form and on the actual paragraph. Pay particular attention to information that was considered unnecessary or information that was missing.
2. Rewrite your first draft. It’s going to be an extremely rare case when a person can’t improve his / her first draft. The most common weakness is lack of sufficient supporting evidence. No clear focus to the paragraph is also a common problem. Your original paragraph should have been saved on a computer so this should be a simple case of pulling up that file and making changes. Focus on changes in content rather than on simply correcting technical errors like spelling or punctuation. (Of course, if you see mistakes, you should correct them!)
3. Write a summary of how you improved your paragraph. You might say that you removed information that was off topic, or you added further examples or even a topic sentence. Use complete sentences to explain what you did.
4. Print out a new copy of your paragraph.



Teacher Instructions

Writing the Filler Pages

Editing & Proofreading

Students have now reached the second-to-last step in the writing process – it’s time for them to review their paragraphs and deal with technical problems such as spelling, grammar, and punctuation problems.

Once students have turned in their revised paragraph drafts, put them into their pairs again. Begin by having students share with their partners the changes they made in their paragraphs. Then call on students to summarize what their partner did. Use this as an opportunity to discuss the sort of changes that can occur when revising one’s writing.

If students don’t already have copies of their partners’ new drafts, pass them out. Tell students to read through their partners’ drafts. They can still make suggestions about content, but their focus this time should be on identifying technical errors. They should mark these, as neatly as possible, on the draft.

Again, if time permits, it would be extremely useful for the teacher to evaluate the student drafts. A one-on-one with each student would be the most useful.

Assign students to correct any identified mistakes in the computer and to print out a final draft.

Teachers can choose to grade the final drafts now, or wait until they are part of the completed scrapbook. A sample grading form for each paragraph follows – adapt as necessary to meet your goals. Notice that at the end of the unit, the final project evaluation form includes a spot for each filler page.



Scrapbook Filler Page Evaluation Form

Each page will be evaluated on how closely it attains to the ideal as described below.

Content & Style

The chosen topic fits well into the overall theme of the scrapbook. It is both appropriately limited in scope and sufficiently detailed to provide all useful information on the topic.

_____ / 10

Grammar

The text is free of grammatical and other technical errors such as those in punctuation, spelling, capitalization, etc.

_____ / 05

Presentation

There is a clear title to the page. The text is neatly presented and is readable. There are captions to identify photographs and other memorabilia as appropriate. The creator has put effort into making an attractive page that draws the reader into the subject through the use of such elements as borders, mats, stickers, or artwork, memorabilia, etc.

_____ / 05

Total _____ / 20



Teacher Instructions

Introducing Basic Design Principles & Techniques

In order for you to be your most effective at introducing your students to the basic principles and techniques of design, you will need to spend a little time becoming acquainted with these yourself. One of the best resources is *A Simple Guide to Designing Scrapbooks* by *Simple Scrapbooks Magazine*. However, libraries and bookstores are filled with materials on these basics and more information can be found on the Internet. Books about photography also contain useful tips for composition.

This section of the unit consists of a series of handouts for students covering a number of the elements/principles of design. However, such descriptions are largely inadequate unless accompanied by appropriate illustrations. It is recommended that you familiarize yourself with this terminology and then seek examples of effective implementation of the ideas.

In preparation for this lesson, gather as many of the following as possible:

- Books or magazines introducing the elements of design
- Examples of well-laid out scrapbook pages
- Examples of advertisements which illustrate the principles of design
- The scrapbooking web sites where students can access examples of pages
– see those provided previously in the unit

Most teachers will probably want to devote one day to each activity. The activities could be presented in any order possible, although I recommend starting with balance.

Begin by sharing the topic (balance, color, focal point, etc.) with the class. Ask students what they know about that aspect of design.

Pass out the handout and go through the basic information with students. If you have examples of effective use of that element, you may choose to share them with the class. The younger the age of your students, the more likely they will need the visuals. Older students can be encouraged to try and identify examples on their own.

Go through the task instructions on a particular handout with your students. Then give them time to search for examples of the various design elements discussed on the page.

Bring the class back together and have them share the layouts they found. Discuss whether or not their examples illustrate the design principles. Have students vote for which layouts they like best and make suggestions for ways to improve weak pages.



Balance

In order to be pleasing to the eye, a page (or a two-page spread) should be “balanced.” This means that the layout has the same visual “weight” on each side. This “weight” comes from a number of elements: the size of photos and other embellishments, their shapes, even the colors and textures present in the visuals.

Symmetrical Balance

- If you folded a page (or two pages) in half, and found that the shapes on one side were mirrored on the other, we would say that page has “symmetrical balance.” A modified symmetrical balance would repeat the same shapes, although not exactly in the same order.

Asymmetrical Balance

- If the designer of a layout managed to give each half the same weight, but used different sizes and numbers of shapes to do so, we would most likely say he has relied on “asymmetrical balance.” For example, two small pictures on one side might balance out a large picture on the other.

The Rule of Thirds

- An important element in creating balance is remembering the “rule of thirds.” This rule says that if you divide a page into thirds, both horizontally and vertically, the best place to place those items to which you wish to draw attention is at the intersection of any two lines. Designers should work hard to avoid splitting a page in half either vertically or horizontally.

White Space

- Effective designers regularly make use of “white space” – blank spaces on the page – to create balance. Many modern advertisements contain large amounts of white space.

Triangular & “Z”-Shaped Layouts

- Another way to create a pleasing design is to arrange the elements of the page in either a triangle (or groups of triangles) or a “Z” form. This leads the viewer’s eye easily through the page.

Tasks

- Scan magazine ads and pages by other scrapbookers. Find two examples of the effective use of each of the above elements. Share these with the class and discuss what makes the layouts work.
- Then find some examples of layouts that don’t seem particularly pleasing to the eye because they are unbalanced. Share these with the class and try to identify what is problematic about each layout.



Focal Point

Most effective scrapbook pages contain a focal point. The focal point of a layout is the picture or element designed to draw the viewer's attention first.

Purpose of a Focal Point

- The element (usually a photograph) chosen for the focal point of a layout should help to convey the message the designer wishes to communicate. It won't always be the best photograph of an event but the one that best portrays a particular emotion.

Creation of a Focal Point

- Focal points are commonly created by using a photograph that is larger than the others in the layout, or by matting that photograph with a special border that makes it appear larger.
- Enlarging a photograph, and then cropping it can help focus attention on the most important part of the picture – perhaps the person's facial expression.
- The location of a particular photograph can also turn it into a focal point. Putting a picture in the center of a page, or at the end of a line of photos that lead to it can help draw attention to that particular piece.
- All the other elements of the page – text, embellishments, borders, color and others – should support but not detract from the focal point.

Tasks

- Find five layouts that you believe contain a clear focal point. They can be either single or double-pages. Share them with your class and explain how you believe the designer created the focal point.
- Find a layout that seems to lack a clear focal point. Share it with the class and discuss whether it needs one. If so, how could one be created?



Shape

The items placed on a scrapbook page all have shape. These can take the form of regular geometric shapes – rectangles, squares, circles and so forth – or more irregular forms. Skillful use of shape on a page can make it more interesting or exciting. Shape can be used to create rhythm and motion in a layout.

Positive & Negative Shape

- If you outlined a particular shape, you would draw a line around its “positive shape.” This is normally what we think of when we use the term shape.
- If the absence of an object forms a particular shape, such as a square, rectangle, or circle, we refer to this as negative shape. For example, if a series of photographs were arranged to form a square of empty space in the center, that empty space would have the negative shape of (what else?) a square.

Creating a Sense of Shape on a Page

There is a close connection between the shapes on a page and the mood of the page. For example, wavy lines tend to convey energy. Squares and rectangles suggest strength and solidness. Circles are playful. There are many ways to convey a sense of shape on a page:

- Mats for photographs and blocks of text can be cut into various shapes. They can have straight or torn edges. They can be aligned with the edges of the page or placed at an angle.
- Photographs themselves can be cut into shapes, although it is generally better to stick to the basics – rectangles, squares, and circles.
- Embellishments provide lots of opportunity to convey a sense of shape. Geometric shapes (circles, squares, rectangles, diamonds, etc.) can be used to provide balance. Stickers and other small items can be placed on mats. Lines – both straight and curved – can add movement or balance.
- When composing a photograph, try incorporating a particular shape, such as an arch, into the picture.

Be careful to “ground” shapes on a page. This means that shapes should appear “attached” to the page, rather than floating around loosely. Grounding can be accomplished by overlapping shapes or having some of them run off the edge of the page.

Tasks

- Find three pages that make distinctly different use of shapes. Share them with the class and discuss why they work.
- Find a page or two where shapes don’t seem to be grounded. Share this page with your classmates and see if they agree. What could be done to ground the shapes?



Type & Text

While scrapbook pages can consist completely of visuals, careful use of text adds a lot. Text most commonly takes one of three forms: titles, captions, and journaling blocks.

Titles

- Almost every layout, whether one page or two, includes a title. It should allow the viewer to identify the subject or message of the page at a glance.
- Single-word titles can be as effective as longer phrases.
- This is where you can get away with a fancy font. Titles can be typed, handwritten, or cut from paper in the shape of a font.
- Titles are often placed on mats or surrounded with a border.
- They can run along the top of a page or up the side (best from top to bottom).
- Titles can even overlap other elements.

Captions

- There's no need for every picture to have a caption – in fact in many cases one might detract from the photograph. However, do consider those who may be looking at your creation years down the road – without you by their side. Will they be able to identify the people and places presented? Moreover, you just may be surprised at how much YOU forget.
- If you feel that the information is important, but could detract from the overall visual image, try hiding that information under a flap, on a pull-out tag, or inside a small envelope. This is often useful for group photos with large numbers of people to identify.
- You can get away with using fairly fancy fonts or handwriting styles for captions, as long as they are short and easy enough to read.

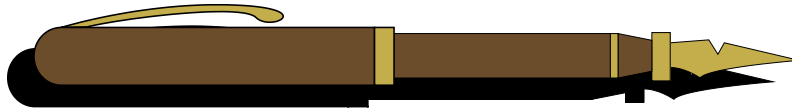


Journaling

As much as possible, try to use journaling to “tell the story” of a particular picture or series of pictures. Don’t forget to include the basic details: time, place, purpose of event, names of those present, etc.

Whenever working with large blocks of text, keep in mind the following:

- Stick to a simple, easy-to-read font.
- If you really wish to add some variety, you can enlarge key words and set them in a slightly different text-face.
- Don’t center a long section of text or it becomes difficult to read. Give your text block at least one straight margin (and one is generally better than two.) Save centering for just a few lines.
- “List Style” journaling can be fun. For example, when creating a page about a good friend, you might make a list of all the adjectives that describe him or her.
- When working with list style journaling, you can get away with using a variety of font sizes and types.
- Don’t forget that well-chosen quotes can say a lot in a few words.



Text as Design

Text can be used not just to convey information, but to help create the overall look of a page. This can be done by:

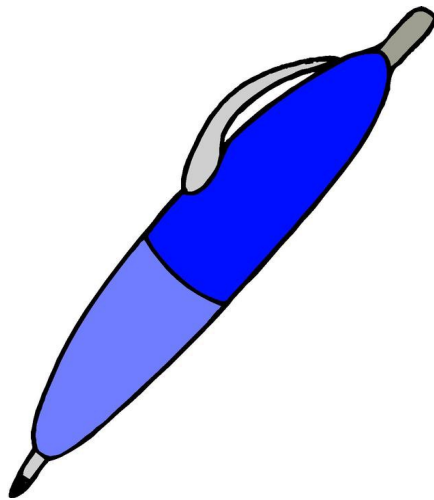
- Making certain words in the title larger than others.
- Formatting text to wrap around an object or to create a shape of its own.
- Including a scattering of large words in different font styles.

Tasks

Study a variety of scrapbook layouts and find one or two examples of the following:

- A page with an attention-grabbing title
- A page with a title design that you particularly like
- A page with list-style journaling
- A page where extensive use of journaling “tells the story” of the photographs
- A page that makes effective use of a quote
- A page where text seems to be part of the design
- A page where the text seems weak or doesn’t seem to work

Share your examples with the class and discuss whether or not they make effective use of text.



Color

The careful use of color has a tremendous impact on the success of a layout. It can help determine whether or not it is visually attractive and whether or not it conveys the message its creator intended. Many people find choosing the best colors for a page to be the most challenging aspect of designing.

Types of Colors

Colors are generally categorized in the following way:

- **Primary** - Red, yellow, and blue are the three primary colors
- **Secondary** - Secondary colors are created by mixing together two primary colors.
- **Tertiary** - Mix a primary color with a secondary color that sits next to it on the color wheel and you get a tertiary color.
- **Neutral** - Various shades of white, beige, or gray are known as neutral colors.

Words Used to Talk about the Characteristics of Colors

- **Hue** - The color itself
- **Value** - The degree of lightness or darkness of a particular hue
- **Saturation** - The brilliance or vibrancy of a particular hue
- **Tint** - The amount of a color plus white

Suggestions for Choosing Appropriate Colors

- When attempting to choose which color or colors to use on a page, begin by deciding the overall impact you wish to create or mood you want to convey. Then consider the following aspects of color.
 - Primary colors tend to be energetic – particularly if a page contains a combination of two of them.
 - Colors are often divided into warm (yellow, red, orange, etc.) and cool (blue, green, purple) categories. Choosing colors from the warm category will create a page that is more likely to be energetic and full of life, while choosing colors from the cool category will tend to create one that appears calmer or more dreamy.
 - Individual colors also have certain connotations.
 - Red - Energy and Strong Emotion
 - Hot Pink - Energy
 - Pale Pink - Serenity, Romance
 - Orange - Energy, Youthfulness
 - Yellow - Cheerfulness, Happiness
 - Brown - Earthiness
 - Blue - Peacefulness
 - Green - Life, Energy
 - Purple - Royalty, Dignity, Energy



Some other points to keep in mind:

- Consider proportions. Sometimes you may want equal amounts of several colors, but often it better to choose a dominant color and one or two accent colors
- In general, especially if you are just beginning to work with colors, it is better to limit the number of hues used on a layout.
- You may want to try one of the following color schemes:
- **Monochromatic** - A monochromatic color scheme uses just one color, although it can incorporate a variety of values of that color.
- **Complementary** - A complementary color scheme is created by choosing two colors that are directly opposite on the color wheel. Choosing a complementary color scheme often creates an “exciting” page.
- **Split Complementary** - A split complementary color scheme is created by choosing a main color, and then the two colors on either side of the main color’s opposite.
- **Triadic**: A triadic color scheme is created by combining three colors that are at an equal distance from each other on the color wheel.
- **Analogous**: An analogous color scheme is created using a “family” of colors from the color wheel. Because the colors are related, the page often feels “harmonious.”

Some suggestions for choosing the right colors – or even a starting color – for a particular layout.

- Study the colors present in your photographs and pull out one or two to use. Keep in mind that these colors will draw attention to their counterpoints in the photographs.
- Study advertisements in layouts, magazines, and other sources to identify color schemes that appeal to you or that create a particular mood.

Tasks

- Search through samples of scrapbook pages or magazines ads. Find a layout that utilizes each of the following types of color schemes:
 - Monochromatic
 - Complementary
 - Split Complimentary
 - Triadic
 - Analogous
- Find three different layouts, which use color combinations to convey three distinctly different moods. Share these with your classmates and describe which moods you believe are conveyed. Do your classmates agree?
- Find at least one layout where you feel the colors chosen do not “work.” (Be careful not to choose one that simply uses colors you don’t like.) Explain why you think the colors don’t work and offer alternatives. Do your classmates agree with you?



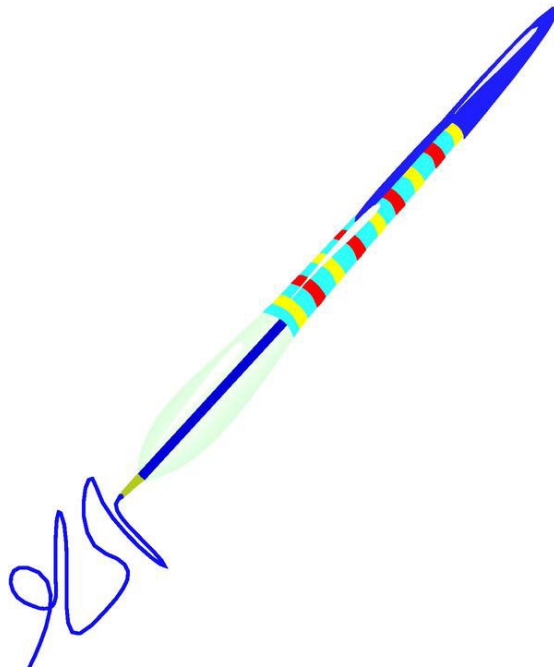
Teacher Instructions

Presenting the Final Project

Establish a time for students to present their completed projects. This could be either before the projects are graded or after, however students should have completed their personal evaluation forms at this point. Whichever the case, the completed books will need to be available. For those who did the entire project using computer software, they will need to provide a quality-printed version of the final draft.

Go around the room and have each student stand and present his scrapbook. He should take a few moments to explain what his project is about. What is the theme? Into what sections is it divided? What techniques were used to identify sections and tie the book together?

Conclude the activity by putting all the scrapbooks out for display. You might serve some refreshments, keeping them carefully away from the scrapbooks, and invite the principal and other staff members to view the albums. They could also be kept on display for the other English classes.



“Scraps of My Life”

Project Evaluation Form

Visual Attractiveness & Neatness _____ / 50

Your scrapbook does not have to be fancy with lots of pictures, colored papers, and other decorations. However, the information does need to be attractively presented, incorporating some of the basic design elements we studied. In addition, there should be evidence of deliberate thought behind the design—an effort to have the design reflect the theme and tie together the sections of the book.

Specific Pages / Sections

These will be graded based on both content and grammar.

- Page 1 _____ / 10
- Page 2 _____ / 10
- Page 3 _____ / 10
- Page 4 _____ / 10
- Page 5 _____ / 10
- Page 6 _____ / 10
- Page 7 _____ / 10
- Page 8 _____ / 10
- Page 9 _____ / 10
- Page 10 _____ / 10
- Page 11 _____ / 10
- Page 12 _____ / 10
- Page 13 _____ / 10
- Page 14 _____ / 10
- Page 15 _____ / 10
- Page 16 _____ / 10
- Page 18 _____ / 10
- Page 19 _____ / 10
- Page 20 _____ / 10

Total _____ / 250



Resources

Enrichment Activities

- Students who become particularly involved in the project can be encouraged to create a slightly longer scrapbook or to produce an additional one. Making one to give as a gift to a friend or important person would be particularly nice.
- Particularly artistic students should be challenged to really develop this aspect of their books. They could also do research on specialized techniques and incorporate several on their pages.
- Students with extended computer knowledge could tutor their classmates in how to put their scrapbooks into computerized form.

Works Cited & Suggested Resources

- *Prentice Hall Writing and Grammar Communication in Action, Gold Level*, Upper Saddle River, New Jersey, Prentice-Hall, Inc. 2001, pp. 14-38
- Scrapbooking Web sites - These
 - www.scrapbooking.com (The archives contain examples of pages sorted by page topic and by technique. It also contains a useful article by Jamie Edge entitled "The Person Behind My Scrapbooks" which is categorized under "Scrapbookers Journal". This article gives topics for reflective scrapbooking.)
 - www.creatingkeepsakes.com (This website has a large section with tips and articles on journaling and theme albums, including lots of examples of different types of theme albums.)
 - www.paperkuts.com (This website contains mostly examples, both from the magazine and from reader's submissions.)
 - www.simplescrapbooksmag.com (The "magazine" section of this website contains lots of articles on scrapbooking. Useful topics include layouts and techniques.)
 - www.twopeasinabucket.com (This website is not connected with a magazine, but offers a multitude of sample pages. The "Themed Album" section in the "Creating Garden" offers lots of ideas for themed albums and includes samples of entire albums.)
 - <http://204.961/passport/lessonplan/lessons/scrapbook.html> (This website, which provided a list of possible theme album topics, could not be accessed a second day.)
 - <http://graphicdesign.about.com/library/weekly/aa101200a.htm> – This website contains an introduction to the rules of graphic design, focusing particularly on website design.
- *A Simple Guide to Designing Scrapbooks, Simple Scrapbooks Magazine*, Bluffdale, Utah, Primedia Inc., Stacy Julian Editor in Chief



Community Resources

If there are members of the community who are heavily involved in scrapbooking as a hobby, it would be useful to invite them to do a presentation for the class. They could show both what they have produced as well as how to do some simple specialized techniques.

Suggested Scrapbooking Resources

The list of useful supplies for scrapbooking is endless. Naturally no teacher could provide everything and shouldn't even attempt to do so. Students who are using the traditional scrapbooking methods (rather than creating their scrapbooks entirely with computer software) should be encouraged to bring in whatever decorative elements they desire, such as paper, die cuts, stickers, etc. However, there are certain basic utensils that, with the exception of papers and adhesives, can be used year after year. Teachers who plan to use the "Scrap of My Life" unit multiple times might consider slowly building up a stock of the following items:

- Archival-safe paper and cardstock
- Archival-safe glues and other adhesives
- Archival-safe markers
- Letter and mat templates
- Decorative scissors
 - Flowers
 - Circles (large and small)
 - Squares (large and small)
- Paper cutter

Teachers should also encourage students, whenever possible, to use archival-safe products. Their final projects should be something they can enjoy for a long, long time.

