

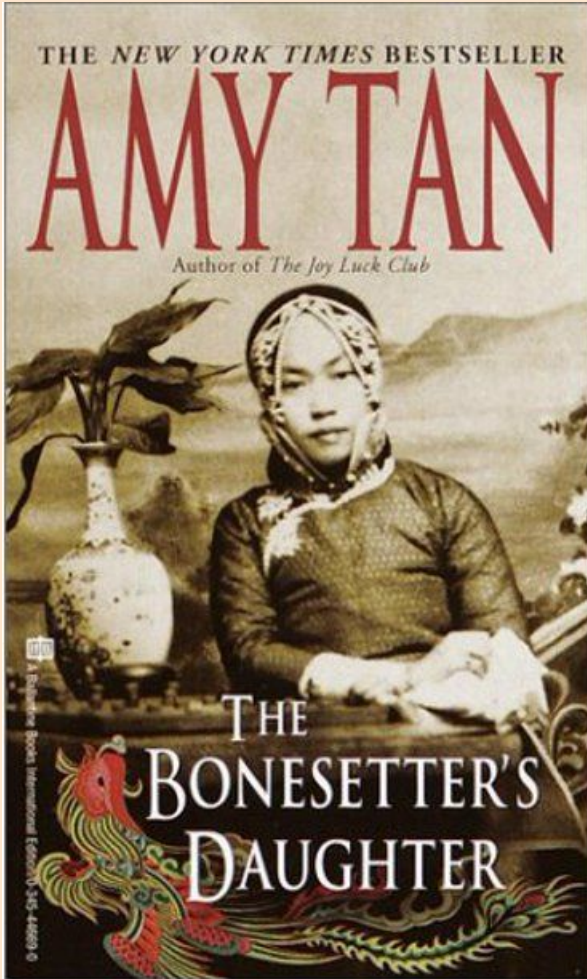
Remember, Design is 20% of your BM grade!

DESIGN - The layout of the handbook is appealing and professional, including color and images from your book. It follows the general organization of the template, but has its own distinctive style.

Your Google Slides should include...

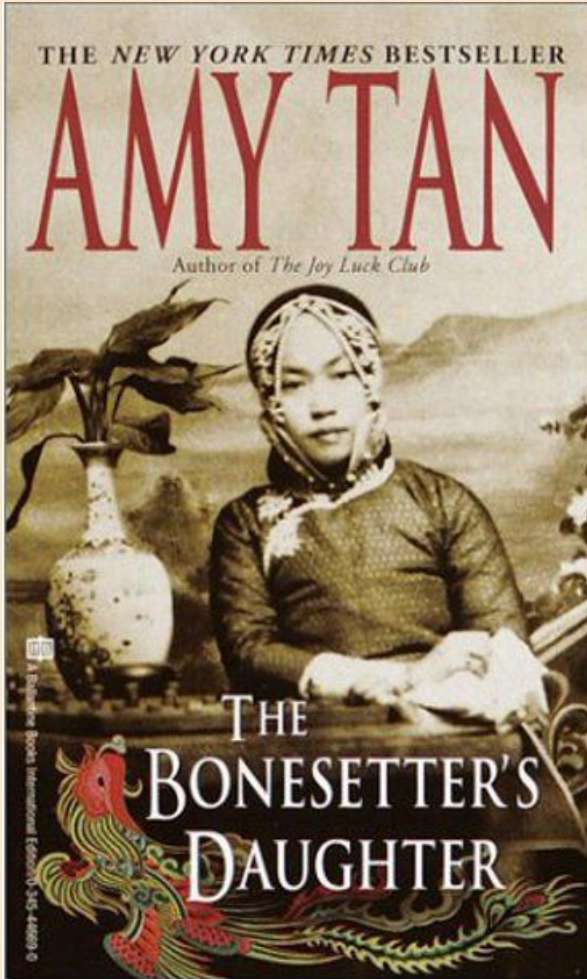
- An image of your book cover
- Brief summary of your book
- Photos of text from the page(s) you analyzed
- Analytical paragraphs, no more color coding
 - Your Creative Scene
 - Your Annotations

You can use this template -- change the text & color scheme!



Author Emulation Project

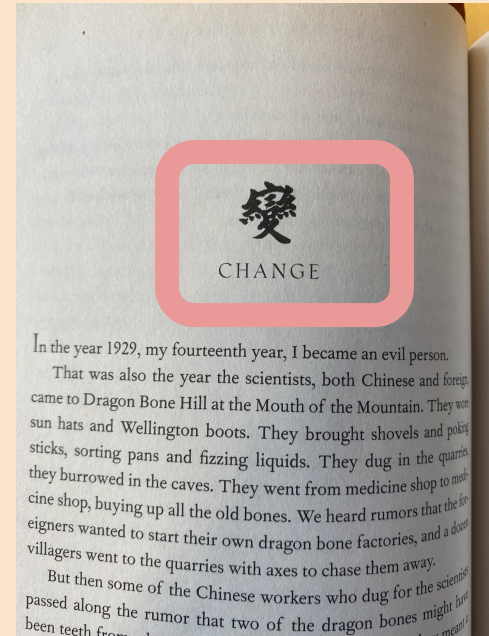
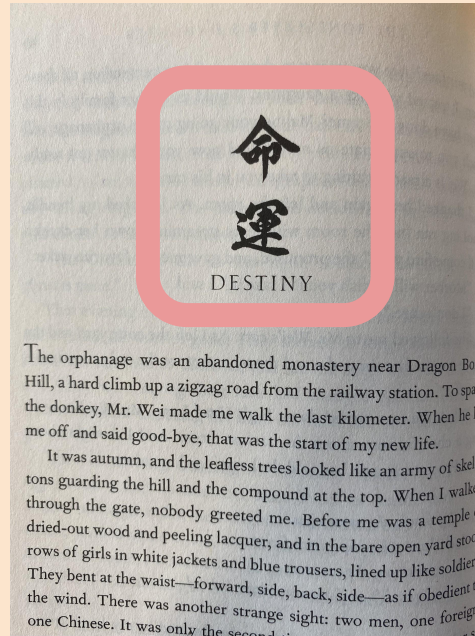
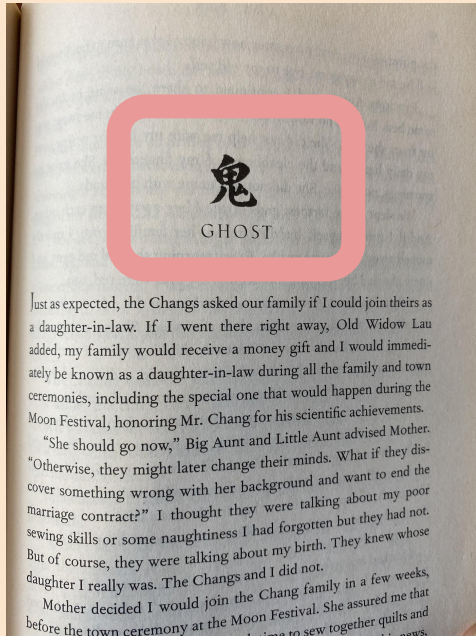
*Ms. Pahomov's Sample
Layout*



The Premise

Ruth is a middle-aged Chinese American woman, who has long had a tumultuous relationship with her mother LuLing. When LuLing begins to suffer from dementia, Ruth discovers the many secrets of her own mother's past -- and how some family legacies cannot be avoided, no matter how hard you might try.

Technique 1: Visuals



Technique 1: Visuals

Part II tells the story of LuLing, a woman who believes her deceased Aunt can communicate through the Chinese characters that her daughter writes into sand, like a Ouija board. Each chapter begins with a character that matches its title: evocative words like, "Destiny" (236), "Effortless" (234) and "Heart" (159).

Technique 1: Visuals

For the first time in the book, the reader gets to see what has previously only been described. Getting to see these characters and words that are so central to the story opens a window of understanding for the reader. The mysteries that LuLing has been asking her daughter about in Part I are now being revealed -- the emotional history that both the mother and the reader have been wondering about are finally front and center. Because the book was written in English, the author may have assumed that most readers do not have a knowledge of Mandarin.

Technique 2:

Photos of page(s) from your book go here

Technique 2:

Text from your paragraph goes here.

Technique 2

Text from your paragraph goes here.

Technique 3:

Photos of pages(s) from your book go here

Technique 3:

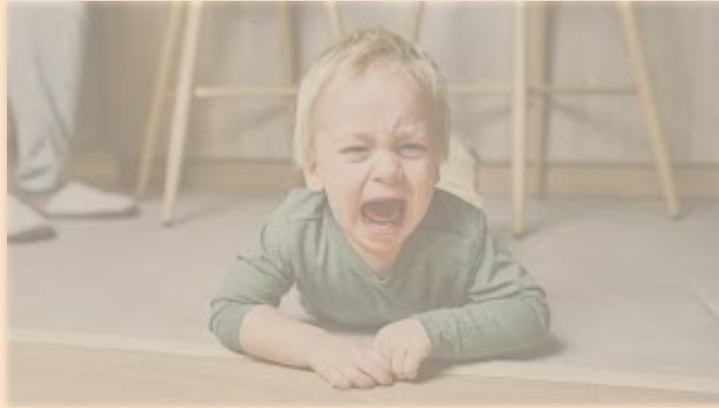
Text from your paragraph goes here.

Technique 3:

Text from your paragraph goes here.

My Creative Scene

“The Teacher’s Son at Halloween”



“The Teacher’s Son at Halloween”

Refusal

I will not wear that costume, Jake thought gleefully. He tore the crown off of his head -- the crown his dear beloved mother had so thoughtfully purchased for him -- and it sailed far, far, far into the oncoming traffic. And then he threw himself down onto the sidewalk, arms out, legs wide, with the firm conviction that his mother would not be able to get him up and through the gate to Little Learners school.

Stay there, Mama said as she darted through the parked cars and scooped the crown off the asphalt.

No problem, Jake thought. Mama walked back and stood in front of him. She was two green shoes on light grey concrete.

Your teachers asked you to wear your costume today, she said. They want to see you in it.

But Max said no! Jake thrust one hand out towards Mama.

Annotation #1: Start of Chapter Visuals

For this technique, I composed small images to start each section of my scene. My main character is three years old, so I decided to create small drawings in a rough, toddler style, to help the reader connect with the mindset and capacities of a protagonist much younger than them. My hope is that the reader feels both charmed and humbled by these drawings -- that it takes them back to this time in their own life, and helps them connect to the protagonist.

Annotation #2: Narrative Style

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