

After-Reading Projects

The following project ideas suggest ways students can demonstrate what they know and understand about a text. We often forget, as teachers of adolescents, that students can demonstrate what they know and understand about a text in a format other than a three-part essay.

Create a model of a scene or important location from the text. Some examples include Boo Radley's house from *To Kill a Mockingbird* or the castle from *Macbeth*.

Write a postcard to a friend, family member, the author, or to the character. Create artwork for one side of the postcard and write to your audience on the other side.

Create a billboard or ad for the text.

Write a song or create an instrumental piece that represents the theme of the text.

Create a book cover. Include a description of the book that would interest potential readers.

Go to an online bookseller's Web site and write a review and post it for other possible readers.

Select a key quote from the text and paint or draw a picture that illustrates the meaning of the quote.

Produce a file or video that reveals the students' comprehension of the text.

Design a wall hanging for the classroom that reveals the theme and mood of the text.

Write an opinion article about the characters and theme of the text.

Present a mock trial about the play. Some suggested texts include *The Crucible* and *Of Mice and Men*.

Make a travel poster for the setting of a text.

Create a bumper sticker about the text's theme.

Make a board game about the text.

Design and make costumes for the characters.

The study of literature and story stems from our basic humanity; transcending time and culture, we share the need to tell and hear stories. Sharing stories should not be a frustrating experience for students. It should be an active and creative exploration. The activities in this chapter are designed to extend students' comprehension of the text and create opportunities to connect personally. This is key in motivating all adolescent readers.

In Chapters Two, Three, and Four, we examined how before-, during- and after-reading activities contribute to textual comprehension and engagement. As we prepared these chapters, we realized that the subject of writing was significant enough to warrant a chapter of its own. Chapter Five explains how writing in response to literature can be integrated before, during, and after the reading of a given text.