

# TEACHER GUIDE: NOVEL-RELATED PODCAST PROJECT

This is a **Complete Teacher Guide** for creating a **Novel-Related Podcast Project**—a full, ready-to-use unit you can drop into any ELA or Humanities class (grades 6–12). It includes objectives, standards alignment, scaffolding, rubrics, step-by-step lessons, group roles, templates, and extension ideas

*A complete unit plan for turning literature study into an engaging multimedia podcast series.*

## 3-DAY MINI PODCAST PROJECT: NOVEL CONNECTIONS

*A fast, focused podcast assignment tied to any novel.*

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### Project Summary (Student-Friendly)

In small groups, students will create a **2–4 minute mini-podcast** that interprets one idea from the novel: a theme, character shift, symbol, or important scene. Students will pull **one strong quotation**, write a short script, and record a polished audio clip.

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### Learning Goals

Students will:

- Identify an important idea in the novel
  - Use 1–2 pieces of strong textual evidence
  - Write a short audio script
  - Record and share a brief podcast episode
  - Practice speaking and active listening
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# Timeline (3 Class Periods)

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## DAY 1 — Topic Selection + Evidence + Script Outline

### 1. Teacher Mini-Lesson (10–15 min):

- What makes a good literary podcast?
- Listen to a 60–90 second sample (teacher-provided).
- Break down structure: hook → idea → evidence → interpretation → closing.

### 2. Group Formation (3–4 students).

### 3. Groups Select ONE Focus:

- Theme from the novel
- Character shift/turning point
- Importance of a key scene
- Symbol or motif
- Author's craft (tone, point of view, irony, diction)

### 4. Evidence Collection (15–20 min):

Groups find:

- 1–2 quotes (short)
- What they show or mean (analysis notes)

### 5. Script Outline (last 15 min):

Students fill in:

- Hook
- Main point
- Evidence (short quotations or paraphrase)
- Interpretation
- Closer

### Homework (optional):

Finish script rough draft.

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## DAY 2 — Script Writing + Practice Recording

### 1. Complete Script (20–25 min):

Groups expand outline into a **1–1.5 page script**.

Must include:

- 1–2 pieces of textual evidence

- A clear claim
- Commentary

### **2. Practice Recording (10–15 min):**

Groups rehearse for pacing, clarity, voice.

### **3. Rough Cut Recording (10–15 min):**

Students record a first attempt using:

- Phones
- Chromebooks
- Audacity
- GarageBand
- Any simple voice recorder

#### **Teacher Tip:**

Require groups to save their rough cut but allow re-recording tomorrow.

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## **DAY 3 — Final Recording + Sharing**

### **1. Final Recording (20–25 min):**

Students record in:

- Corners of the classroom
- Hallway (supervised)
- Quiet shared spaces

### **2. Quick Edit (10–15 min):**

Trim long pauses

Raise/lower volume

Add intro or fade if time allows (optional)

### **3. Class Podcast Share (last 10–15 min):**

- Play episodes
  - Students complete a brief listening log
  - Groups submit script + audio file
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## **Required Deliverables**

1. Mini-podcast episode (2–4 minutes)

2. Written script (1–1.5 pages)
  3. Evidence notes (quotes + analysis)
  4. Group reflection (optional short check-in)
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## Abbreviated Rubric (Quick 10-Point Scale)

### Content & Analysis – 4 points

- Clear idea
- Accurate evidence
- Thoughtful interpretation

### Script & Organization – 3 points

- Logical flow
- Clear introduction and conclusion
- Audio-appropriate formatting

### Speaking & Technical Quality – 3 points

- Audible, clear
  - Reasonable pacing
  - Minimal background noise
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## Student-Friendly Script Template (Short)

### Hook (1–2 sentences):

Start with a question, quote, or intriguing idea.

### Main Idea (2–3 sentences):

What does your episode explore?

### Evidence:

Include 1–2 short quotations or paraphrased details.

### Analysis:

What does this evidence show about theme, character, or the novel's meaning?

**Closing:**

Wrap up with a final insight or takeaway.

# 6 Day Project

## I. Project Overview

Students will create a **5–10 minute podcast episode** that analyzes, interprets, or extends ideas from a novel the class is reading. The podcast can be literary analysis, character interview, thematic exploration, historical background, or creative reinterpretation supported by textual evidence.

This project promotes **deep reading, oral communication, research, and media literacy**, while giving students a modern, authentic audience format.

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## II. Learning Goals and Skills

Students will be able to:

- Analyze literary elements (theme, character development, conflict, symbolism, author's craft)
  - Interpret and cite textual evidence
  - Conduct research when needed (historical context, author biography, critical interpretations)
  - Compose a structured script for an audio format
  - Practice speaking, tone, pacing, and clarity
  - Use audio recording tools to produce a polished episode
  - Collaborate effectively in group-based production
  - Reflect on the writing and recording process
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## III. Suggested Standards Alignment

**CCSS–ELA**

Reading Literature: RL.6–12.1, RL.6–12.2, RL.6–12.3, RL.6–12.4, RL.6–12.6

Writing: W.6–12.2, W.6–12.4, W.6–12.6, W.6–12.7

Speaking & Listening: SL.6–12.1, SL.6–12.4, SL.6–12.5

Language: L.6–12.1–3

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## IV. Project Format Options

Students may choose one of the following podcast types:

1. **Literary Analysis Episode**  
Focus on theme, symbolism, motifs, character arc, or author's purpose.
  2. **Character Interview Episode**  
One student interviews another—who plays the character—in a scripted conversation grounded in textual evidence.
  3. **Plot Deep-Dive Episode**  
Explore a key chapter or moment, analyzing its impact and connections.
  4. **Historical/Cultural Context Episode**  
Explain the real-world background that shaped the novel.
  5. **Creative Interpretation Episode**  
Rewrite a scene from another character's POV or extend the story beyond the text.
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## V. Project Timeline (8–10 Days)

### Day 1 – Introduction & Model Podcasts

- Explain the project.
- Listen to model literary podcasts (e.g., NYT Book Review podcast, LeVar Burton Reads discussion segments).
- Discuss sound, pacing, structure, and evidence use.

### Day 2 – Brainstorming & Topic Selection

- Students choose podcast type.
- Groups of 2–4 are formed.
- Students submit topic proposal and working thesis.

### Day 3 – Evidence Hunt

- Students collect quotations, scenes, or events related to their topic.
- Teacher models how to integrate evidence in audio formats (paraphrasing vs. reading brief quotes).

### Day 4 – Research (if required)

- Historical context, author biography, critical articles.
- Students gather notes and cite sources.

### **Day 5 – Script Writing Session 1**

- Teach the structure of a podcast script: introduction, hook, background, analysis, evidence, transitions, conclusion.
- Students draft the first half of the script.

### **Day 6 – Script Writing Session 2 & Peer Workshop**

- Finish script.
- Groups exchange scripts for peer review.
- Teacher mini-lesson on voice and pacing.

### **Day 7 – Recording Workshop**

- Teach basic audio recording techniques: microphone distance, avoiding plosives, pauses, pacing, background noise.
- Students begin recording.

### **Day 8 – Editing & Post-Production**

- Use tools like: Audacity (free), GarageBand, WeVideo, Anchor/Spotify for Podcasters.
- Add intro music (royalty-free), transitions, clarity adjustments.

### **Day 9 – Final Review & Submission**

- Students export final episode.
- Complete self-assessment.

### **Day 10 – Showcase Day**

- Podcast listening gallery.
- Peer feedback and reflection.

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## **VI. Group Roles (for 2–4 students)**

### **Producer**

Leads planning, timeline, and final quality check.

### **Lead Writer**

Drafts the script and ensures strong evidence integration.

### **Lead Researcher**

Gathers context, sources, and background information.

### **Voice Talent / Host**

Reads most of the script or conducts the interview.

**Editor / Audio Tech** (optional)

Handles recording, cuts, mixing, and post-production.

*Students may double up if needed.*

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## VII. Script Structure Template

**1. Opening Hook (10–20 seconds)**

Start with a question, dramatic moment, or quote.

**2. Intro Segment (30–45 seconds)**

Introduce the novel, author, episode focus, and why it matters.

**3. Background / Context (optional)**

Provide brief plot or historical context needed to understand the episode.

**4. Main Analysis (3–6 minutes)**

Break into clear segments.

Use:

- topic sentences
- textual evidence
- commentary and interpretation
- comparisons
- connections to motifs or big themes

**5. Creative Segment (optional)**

Character voice, sound effects, reenactment.

**6. Conclusion (20–40 seconds)**

Summarize insights.

Give a final thought to leave the listener thinking.

**7. Credits**

List members, sources, music credits.

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## VIII. Student Handout: Step-by-Step Process

**Step 1. Choose a topic and podcast type.**

**Step 2. Collect supporting evidence from the novel.**

**Step 3. Conduct research if needed.**

**Step 4. Write script with correct structure.**

- Step 5. Record your episode.
  - Step 6. Edit for clarity, pacing, and sound.
  - Step 7. Submit final episode and script.
  - Step 8. Present or play your episode in class.
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## IX. Assessment Rubric (Generic for All Novels & Podcast Types)

### Content & Analysis (40%)

- Clear central idea or thesis
- Accurate textual evidence
- Insightful interpretation
- Depth of understanding of literary elements

### Scriptwriting & Organization (25%)

- Logical flow
- Strong introduction & conclusion
- Effective transitions
- Script matches audio format (conversational, paced)

### Speaking & Delivery (15%)

- Clear articulation
- Appropriate tone
- Engaging pacing and volume
- Few filler words or distractions

### Technical Quality (10%)

- Audio is clear
- Basic editing present (removal of background noise, consistent levels)

### Team Collaboration (10%)

- Evidence of shared work
  - Group roles fulfilled
  - Timely checkpoints submitted
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## X. Optional Extensions

- Create a full **podcast series**—each group covers a different theme.
- Students create a **season trailer**.

- Publish on school website or class page.
  - Combine episodes into a digital exhibition.
  - Use transcripts to practice textual analysis.
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## **XI. Teacher Tips & Classroom Management**

### **Keep equipment simple.**

Laptop mic or phone mic + quiet room = good quality.

### **Require scripts before recording.**

This reduces re-takes and wasted class time.

### **Use checkpoints.**

Topic proposal  
Evidence list  
Script draft  
Recorded rough cut

### **Model what “good pacing” sounds like.**

Record a 30–60 second mini-example so students hear emphasis and clarity.

### **Plan for noise.**

Set up recording corners.  
Allow hallway or outdoor recording if supervised.

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## **XII. Templates You Can Copy/Paste for Students**

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### **SCRIPT TEMPLATE**

Title:

Hosts:

Episode Focus:

Opening Hook:

Intro Paragraph:

Context:

Analysis Segment 1:

Evidence + Commentary:

Analysis Segment 2:

Evidence + Commentary:  
Creative Segment (optional):  
Conclusion:  
Credits & Sources:

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## **PLANNING DOCUMENT**

Group Members:  
Podcast Type:  
Main Topic/Thesis:  
Key Scenes or Chapters:  
Evidence List:  
Research Notes:  
Recording Plan:  
Editing Plan:  
Submission Checklist:

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## **REFLECTION QUESTIONS**

1. What analysis choices are you most proud of and why?
2. How did your understanding of the novel deepen during this project?
3. What was the hardest part of the podcast process?
4. If you could add another 5 minutes, what would you explore further?
5. How did your group collaborate effectively?