

Lights, Camera, FILM Literacy!
Lesson Plan #22

Topics:

Journal Writing
Classic Adaptations
LCL! 3x3 Story Path
THE WIZARD OF OZ

Outcomes:

Students will follow organizational procedures.
Students will see and hear applicable vocabulary.
Students will brainstorm film adaptations.
Students will read *THE WONDERFUL WIZARD OF OZ* from the viewpoint of a screenwriter writing an adaptation.
Students will assess and revise their productions.

Materials:

Writing journals
Post-it notes
Chart Paper

Book: *THE WONDERFUL WIZARD OF OZ* by *L. Frank Baum* (1 copy per student)

HANDOUTS: Adapting a Book into a Screenplay: *The WIZARD OF OZ*
The LCL! 3x3 Story Path (in students' folders)
Literary, Dramatic, and Cinematic Aspects of Film

New Vocabulary: source material, adapt, adaptation

Sequence of Events:

I. Journal Activity (15)

Prompt:

How do you feel about nearing completion of your film?

II. Adaptations (20)

1. Explain to students that Hollywood secures the rights to SOURCE MATERIAL....stories that exist in another form...and hire a screenwriter to ADAPT the story into a motion picture. Two screenwriting Oscars are awarded each year...one for best adaptation and the other for best original screenplay.
2. Students brainstorm a list of film adaptations. (*If any disputes use www.imdb.com to verify whether or not it is an adaptation.*)
3. Focus on any one adaptation listed whose book and film is best known in the class. Ask students the differences between them.
4. Tell students that feature screenplays are usually 90 to 120 pages and each page is approximately one minute of screen time. Compare that number to most book lengths and students will understand that books are usually too long for a film story. Something has to be cut...often the least exciting scenes from a VISUAL perspective.
In addition, books allow the reader to get into a character's mind, but in film scripts, the only things written are what we will see and hear in the movie. (*Although voice-overs can be used for character's thoughts, they are not used too often.*)
Screenwriters keep the three-act structure in mind as they look for book sections that will work for each of the three-act steps.
5. Ask students if they have read the OZ books by L. Frank Baum. Tell them that one of these books is the source material for the film they will be watching next.

III. Adapting THE WONDERFUL WIZARD OF OZ (60-90)

1. Tell students they will be guided through an experience as if they are the screenwriter who has been hired to adapt the book *THE WONDERFUL WIZARD OF OZ* into a film script.
2. Give each student a copy of the book and the step-by-step guide. Students also need their LCL! 3x3 Story Path.

BOOK: *THE WONDERFUL WIZARD OF OZ*

HANDOUTS: Adapting a Book into a Screenplay:
THE WONDERFUL WIZARD OF OZ
LCL! 3x3 Story Path (*in student folders*)

3. Give students the choice of doing this work independently or being guided as you (**not students**) read the book aloud. (*Do not have students read aloud. Instead, you read TO them, as their teachers in elementary school have done. Use lots of expression and keep the story moving as fast as you can, stopping to allow students to write their individual answer choices on their worksheet where indicated.*)
4. Review section answers together as a class after you are sure everyone has answered those sections. (*Example: Your group has finished chapters one, two, and three, but independent readers are past that point. Still review only Chapters 1,2,3 and save the rest for later, so that all students can feel successful. The amount your students can handle at one sitting will vary from class to class. Don't push it too long at one time. You'll notice that the guide asks for fewer responses as they get into larger chunks of the story. Encourage skimming over some later sections that they know they will not use in the script. Remember the purpose of this activity. It is not to learn every detail and answer a list of literal questions, but rather to approach this book as a screenwriter. Teach the students in your group how to skim pages, looking for key words to guide comprehension.*)
5. Continue reading and reviewing as much as you think your students can accomplish in this session. Then move on to Activity IV. Your students will continue their guided reading of the book in the next session.

IV. Completing Production (60-90)

1. Groups analyze their own productions by rating themselves on the three levels of film.

HANDOUT: Literary, Dramatic, and Cinematic Aspects of Film

2. Groups improve their productions.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What did you learn about film adaptations?

2. Hand out Post-its on which students write and post.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned that day. Make sure to clear up any misconceptions.