

Lights, Camera, FILM Literacy!
Lesson Plan #24

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 skim written text for meaning.
Students will read *THE WONDERFUL WIZARD OF OZ* as a screenwriter writing an adaptation.
Students will analyze a classic fantasy film adaptation: *THE WIZARD OF OZ*.
Students will discuss the LCL! 3x3 Story Path as it relates to the film.
Students will summarize the LCL! 3x3 Story Path steps of the film.

Materials:

Writing journals
Post-it notes

HANDOUTS: Adapting a Book into a Screenplay: *THE WIZARD OF OZ* (in student folders)
Intertitle Supporting Text: *THE WIZARD OF OZ*
The LCL! 3x3 Story Path (in student folders)
The LCL! 3x3 Story Path - Act I Planning Sheet
The LCL! 3x3 Story Path - Act II Planning Sheet
The LCL! 3x3 Story Path - Act III Planning Sheet

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

DVD: *THE WIZARD OF OZ*

New Vocabulary: (no new words)

Sequence of Events:

I. Journal Activity (15)

Prompt:

What are your reactions to skimming for meaning instead of reading every word on a page?

II. Adapting *THE WONDERFUL WIZARD OF OZ* (45)

1. Tell students that they are going to finish being guided through being the professional screenwriter who has been hired to adapt the book *THE WONDERFUL WIZARD OF OZ* into a film script and the pace will be faster with much more skimming.
2. Students need a copy of the book along with their step-by-step guide and the LCL! 3x3 Story Path.

BOOK: THE WONDERFUL WIZARD OF OZ

HANDOUTS: Adapting a Book into a Screenplay:

THE WONDERFUL WIZARD OF OZ (*in student folders*)

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.
4. Review section answers together as a class after you are sure everyone has answered those sections.
5. Bring this activity to closure today by guiding the entire class, if necessary, to look specifically for the answers to the questions on the guide sheet. Congratulate students for tackling this entire book just as a professional screenwriter would need to do.

III. Viewing *THE WIZARD OF OZ* (125)

1. Review students' expectations for the fantasy genre and direct them to look for fantasy characteristics as they watch the film.

2. Tell students to note Natalie Kalmus' name in the beginning credits and the use of both sepia and Technicolor.
3. Explain that in order to best understand the opening intertitle, students will complete a short worksheet, where they read the intertitle, answer three questions, and look for the supporting text for their answers.

HANDOUT: Intertitle Supporting Text: ***THE WIZARD OF OZ***

After allowing time for students to complete the handout, review together and make sure students understand the early 20th century meanings of the phrases.

4. Students retrieve their LCL! 3x3 Story Path.

HANDOUT: LCL! 3x3 Story Path (*in students' folders*)

5. Watch ***THE WIZARD OF OZ***, stopping the film at of each of the LCL! 3x3 Story Path steps to discuss. Summarize each step as a class. Students write these summaries on the three planning sheets. Also discuss similarities and differences of their own decisions about adapting the book to a film.

HANDOUTS: The LCL! 3x3 Story Path - Act I Planning Sheet
The LCL! 3x3 Story Path - Act II Planning Sheet
The LCL! 3x3 Story Path - Act III Planning Sheet

DVD: ***THE WIZARD OF OZ***

IV. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What filmmaking techniques did you learn by watching the film adaptation *THE WIZARD OF OZ*?

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.