

Lights, Camera, FILM Literacy!
Lesson Plan #25

Topics:

Journal Writing
Classic Adaptations
Parody
THE PRINCESS BRIDE

Outcomes:

Students will follow organizational procedures.
Students will see and hear applicable vocabulary.
Students will compare the book and the film versions of *THE WONDERFUL WIZARD OF OZ*.
Students will identify parody elements of a genre film.
Student will view a fairy tale parody adaptation film: *THE PRINCESS BRIDE*.

Materials:

Writing journals
10 index cards per student
Post-it notes

HANDOUT: Comparing Book to Film Adaptation
LCL! 3x3 Story Path (*in students' folders*)

DVD: *THE PRINCESS BRIDE*

New Vocabulary: parody

Sequence of Events:

I. Journal Activity (15)

Prompt:

**What are your reactions to the film adaptation
*THE WIZARD OF OZ?***

II. Comparing Book to Film (40)

1. Tell students that they will be independently expressing their opinions to specific questions about the differences between the book *THE WONDERFUL WIZARD OF OZ* and the film *THE WIZARD OF OZ*.

HANDOUT: Comparing Book to Film Adaptation

2. Discuss as a class.

III. Parody (10)

1. Ask students if they have heard of the movie or Broadway play *YOUNG FRANKENSTEIN*. Point out that its source materials are the original films *FRANKENSTEIN* and *BRIDE OF FRANKENSTEIN*. Explain that *YOUNG FRANKENSTEIN* is a... **PARODY: a humorous adaptation of a serious work.**

Explain that audience members who have seen the source films or read the source stories better understand the comedic references in parodies. They get the "inside jokes," while those who have not seen or read the original are left wondering what is funny and why everyone else is laughing.

2. Tell students that the next classic novel adaptation they will be seeing is a parody. William Goldman, the author of the book upon which it is based is also the writer of the screenplay and has written many other famous screenplays for Hollywood.

3. Tell students that with this adaptation, they will view the movie without having read the book first. And...
Instead of stopping to discuss the steps of the LCL! 3x3 Story Path, as done previously, students will indicate which of the steps is currently being viewed by placing that labeled index card face-up on their desks.

4. Hand out 10 index cards to each student. Tell students to print the following on each:
 - ... Beginning Scene
 - ...Act I. a.
 - ...Act I. b.
 - ...Act I. c.
 - ...Act II. a.
 - ...Act II. b.
 - ...Act II. c.
 - ...Act III. a.
 - ...Act III. b.
 - ...Act III. c.

5. Tell students to place the LCL! 3x3 Story Path on their desks and to place the "Beginning Scene" card above it in your clear view.

IV. Viewing *THE PRINCESS BRIDE* (120)

1. Tell students that *THE PRINCESS BRIDE* is a parody of a genre, not of one specific film, and that as they watch, they should be thinking about films they have seen to determine which genre it most resembles. Remind students that they will need to change the card that is in view to reflect the part of the story path that is currently being shown in the film.

DVD: *THE PRINCESS BRIDE*

2. As the movie plays, observe student number cards displayed.
(Save these cards for future use.)

3. After viewing, discuss student reactions and ask to identify the parody genre (fairy tale/action adventure) and the parody elements.
4. Tell students that this book is available in most libraries and bookstores. If they decide to read it, they will enjoy reading many more scenes....just as if they are getting dvd bonus sections.
5. Discuss the differences between seeing a film adaptation before reading the book compared to reading the book before seeing the film adaptation.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What did you learn about parodies?

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.