

# Lights, Camera, MEDIA Literacy!

Lesson Plan # 28

## Topics:

**Journal Writing**  
**Classic Television Game Show: Twenty-One**  
***QUIZ SHOW***  
**Television Game Show Pre-Production**

## Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will apply storytelling techniques to the film *QUIZ SHOW*.

Students will compare the historic episode of *TWENTY-ONE* with its depiction in *QUIZ SHOW*.

Students will collaborate on the pre-production of a television show "Film Frenzy."

## Materials:

Writing journals

LCD projector

Chart paper

Post-its

Individual student pocket folders

**School Television Studio** (or camcorders and computers with editing software)

***QUIZ SHOW*** (Teacher's guide)

**HANDOUTS:** *QUIZ SHOW* Characters' Story Chart

Television Production Roles (From Session #26.)

FILM FRENZY Script

Director's Notes

**DVD:** *QUIZ SHOW*

**New Vocabulary:** *no new vocabulary*

## Sequence of Events:

### I. Journal Writing (15)

1. Prompt:

What are your feelings about how television works?

### II. Classic Television Game Show (25)

1. Tell students that they are going to watch nine minutes of one of the first game shows on television *TWENTY-ONE*.

*(Note: Do not tell students anything more about the show at this time.)*

2. Show just the first 9 minutes of the Van Doran/Stempel episode.  
*(Stop after the Geritol ad.)*

<http://www.youtube.com/watch?v=CVnGLks--oA>

3. Ask students what differences they see between this show from the 1950's and the game shows on television today. Allow time for student reaction and discussion.

### III. QUIZ SHOW (100)

1. Tell students that the show they just watched changed television forever as there was a scandal which necessitated the Federal Communication Commission's getting involved and laws being put in place about how quiz shows are produced.
2. A first-hand account of the *TWENTY-ONE* scandal was described in one chapter of a book published in 1989: *REMEMBERING AMERICA, A VOICE FROM THE 60's* by Richard N. Goodwin. The film adaptation *QUIZ SHOW* is the story of the scandal told from Goodwin's point of view. Tell students that the film *QUIZ SHOW* won the New York Film Critics Circle Award for best film in 1994 and was nominated for many awards including Academy Awards for best picture, best director (Robert Redford), and best adapted screenplay (Paul Attanasio).

3. Remind students of what they have learned about effective storytelling and to recall the three LCL! 3x3 questions. Tell students that as they watch the film *QUIZ SHOW*, one of the things they will be doing, is looking for those questions to be answered for Richard Goodwin, the main character as well as the two contestants Charles Van Doren and Herbert Stempel.

**HANDOUT: *QUIZ SHOW* Characters' Story Chart**

4. Tell students that instead of watching the film straight through in its entirety, they will be guided through this film...that you will be stopping the film at various points to explain and discuss. (See *QUIZ SHOW* Teacher's Guide.)
5. Watch the first part of *QUIZ SHOW* (up to 51:08).

**DVD: *QUIZ SHOW***

6. Show students more of the real *TWENTY-ONE* show. (Stop at the ad for Zerumin about 17 minutes into the show.)  
<http://www.youtube.com/watch?v=CVnGLks--oA>
7. Allow time for reaction and comparison.  
(The remainder of the show will be shown next class.)

**IV. Creating a Television Show (45)**

1. Assign roles randomly for the student quiz show production by students' selecting role-labeled papers from a "hat."
2. Ask all who are happy with their roles to raise their hands. Call on these students to state their role. All students write those students' names next to those roles on their handout.

**HANDOUT: Television Production Roles**

3. Ask the rest of the students to trade in the roles they selected by replacing the papers into the "hat." Conduct another random selection, ask for those now pleased, and write these names next to the roles on the handout.

4. Allow just one more chance to "trade in" roles.

*(Note: Different roles require different strengths and learning styles and it is best to allow time for this random matching process.)*

5. Review the **FILM FRENZY** script and director's notes as a class, *(Make any necessary changes for your class.)*

**HANDOUTS: FILM FRENZY Script  
Director's Notes**

6. Provide time for students to practice their roles.

**V. Reflection (15)**

1. Direct students to the hanging chart paper labeled:

**What did you learn about the differences  
between early television game shows and modern game shows?**

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. Make sure to clear up any misconceptions.