



Grade 12 - Literature and Film: Unit 2 - From Story to the Big Screen

Unit Focus

In the prior unit, students discussed various cinematic techniques in order to analyze film. In this unit, students will put together all they have learned about analyzing films and apply it to literature in order to create their own film memoir. Students will review personal narrative writing and how to create a theme. Students will then tell their own story, first writing an outline of the complete story and then writing three detailed, specific scenes. Students will choose one scene to film and present during the Film Festival at the end of the course.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 11-12 <ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RL.11-12.1)Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS.ELA-LITERACY.RL.11-12.2)Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS.ELA-LITERACY.RL.11-12.3)Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS.ELA-LITERACY.RL.11-12.4)Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS.ELA-LITERACY.RL.11-12.5)Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS.ELA-LITERACY.W.11-12.3.B)	<i>Students will be able to independently use their learning to...</i> T1 Evaluate the author's message and purpose, citing text evidence to support conclusions. T2 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons. T3 Identify and critique the merit and purpose of a text, citing craft, structure and organization to justify opinion.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Cinematic techniques can be used to convey the same points as literary techniques. Such as: theme, characterization, motif, mood and plot. U2 Readers support their conclusions (inferences and interpretations) by citing evidence within the text. U3 We evaluate film adaptations to determine how well they depict and convey the messages of the original source material. U4 Filmmakers purposely create a desired effect using film elements to influence the audience's perception and understanding. U5 Telling one's own story can include a blend of truth and artistic license.	<i>Students will keep considering...</i> Q1 How do filmmakers visually tell a story and create audience response? Q2 How do film techniques and storytelling techniques work together to create overall meaning in a film?

Stage 1: Desired Results - Key Understandings

- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). (CCSS.ELA-LITERACY.W.11-12.3.C)
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS.ELA-LITERACY.W. 11-12.3.D)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) (CCSS.ELA-LITERACY.W.11-12.4)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS.ELA-LITERACY.W.11-12.6)
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (CCSS.ELA-LITERACY.L.11-12.5.A)
- Analyze nuances in the meaning of words with similar denotations. (CCSS.ELA-LITERACY.L. 11-12.5.B)
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS.ELA-LITERACY.L.11-12.6)

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Elements of a close reading: characterization, mood, tone, theme, figurative language, symbolism, imagery, intended audience, purpose
- K2** How cinematic techniques correspond with literary techniques
- K3** How to convey your ideas on film without a budget.

Skill(s)

Students will be skilled at...

- S1** How to utilize a close reading to prepare and analyze a film adaptation
- S2** Evaluating a film adaptation of literature
- S3** Creating a film adaptation of one's own writing
- S4** Writing a personal narrative.