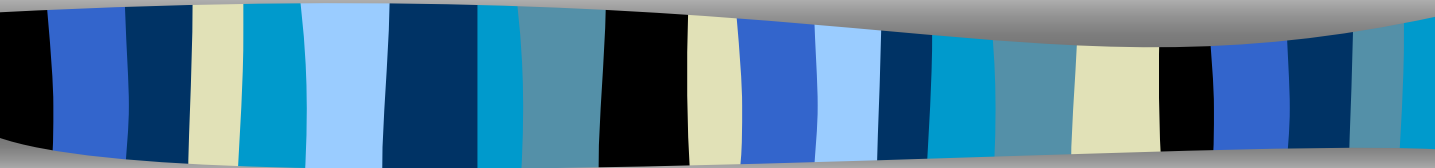


Creating A Play: A Step By Step How To Unit



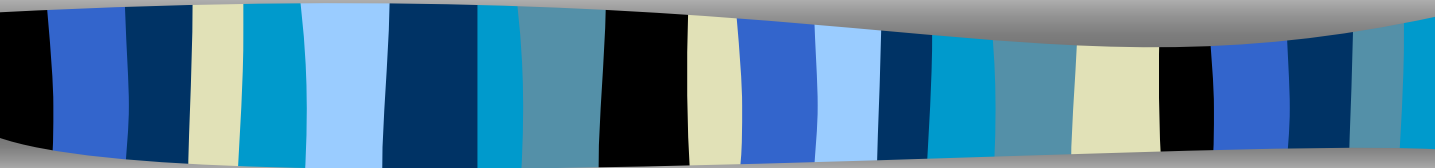
Created By, Tasha Deschambault
Beautiful Fields Resource Materials



Notes To The Teacher

- The main purpose of this unit is to teach students how to create a movie by staying organized and then presenting a final product in an interesting and meaningful way.
- The secondary purpose of the unit is to teach students how to successfully complete a group project. This includes, but not limited to, techniques to resolve conflict and how to stay on task.
- I have allowed a section on each page for you to write notes for yourself plus whatever notes I included.

Day Plans



Day 1

Manitoba Curriculum Reference: 3.1.3, 4.23, 4.4.1, 5.1.1, 5.2.4

General Outcome 3: Manage Ideas and Information

General Outcome 4: Enhance The Clarity and Artistry of Communication

General Outcome 5: Celebrate and Build Community

Connections to Consider: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 5.1, 5.2
The Theatrical Performance

Before starting the unit I recommend the following:

- Setting your classroom desks in a U shape to allow for floor space so that your students can see each other
- Hanging up large blank sheets of paper that will eventually contain the following information
 - Parts
 - Roles
 - What needs to be done
 - Etc

Explain to your class that you will be conducting a theatrical dinner performance of which ever play, story or novel you have studied.

As a class, vote on the following criteria:

Audience- <ul style="list-style-type: none">■ School■ Parents■ Community	Who will do the cooking <ul style="list-style-type: none">■ Students■ Caterer■ Parents	How to pay for food- <ul style="list-style-type: none">■ Parents■ Silver collection■ Fund raiser■ Donations	Appropriate Food- <ul style="list-style-type: none">■ Theme■ How many dishes■ Which foods■ Which beverages
--	--	--	---

Decide which characters should be included in the movie and who should be playing each role. Extras are often required and can be played by the same “extras” for each scene.

Notes:

Hand out the following letter to go home “Performance Note to Parents”

Day 3 (1 of 4)

Manitoba Curriculum Reference: 1.2.3, 2.1.2, 3.1.1, 3.3.2

General Outcome 1: Explore Thoughts, Ideas, Feelings, and Experiences

General Outcome 2: Comprehend and Respond Personally and Critically to Oral, Literary and Media Texts

General Outcome 3: Manage Ideas and Information

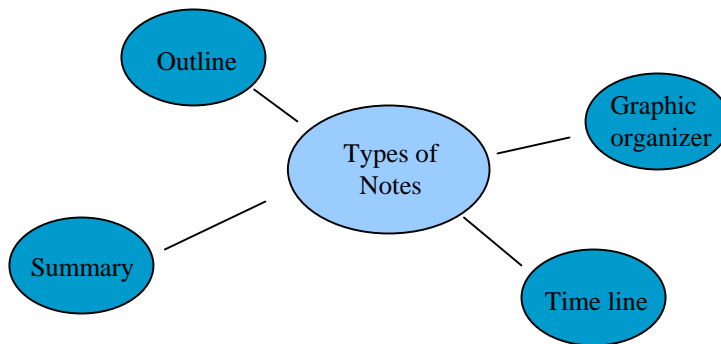
(5 mins) Ask if there are any questions from last class

Explain to your class that they will be require to make a graphic organizer for each chapter/scene from the novel, play or story they have read.

Ask your students to cluster how many different ways there are to take notes.

* You can place the cluster on the board, overhead projector or computer overhead if you have access. Instruct your students to copy the cluster into their notebooks.

Example:



Discuss the following methods. Have your students copy the methods from the board/overhead:

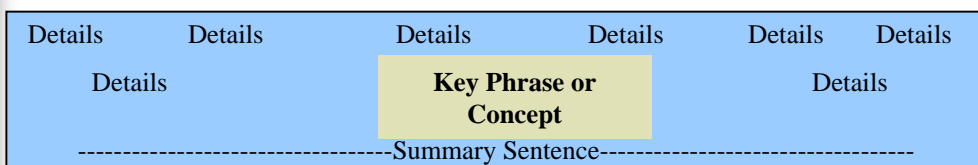
1. Cornell Method

- a. Make notes
- b. Reread notes
- c. Write key words or questions in margin

Main Ideas	Key
Supporting Ideas	Words ???
Details	

2. Magnet Summaries

- a. Write the key word or concept on a file card
- b. Write related details around the concept
- c. Create a summary sentence at the bottom of the card



Day 6

Manitoba Curriculum Reference: 1.2.3, 2.2.3, 2.3.5

General Outcome 1: Explore Thoughts, Ideas, Feelings and Experiences

General Outcome 2: Comprehend and Respond Personally and Critically to Oral, Literary and Media Texts

Connections to Consider: 1.1, 1.2, 2.2, 3.2, 3.3, 4.1, 4.2, 4.4, 5.1, 5.2

Have groups 1 & 2 combine and groups 3 & 4 combine,

Each group is to assign roles for each member.

Instruct the groups to review, edit and discuss the flow of the storyboard for the first half of the performance. They are to make any necessary changes.

While the class is working handout **one** of the following BLMs that is to be completed by the monitor while the group is working.

- How We Co-operated In Our Group Work BLM 36
- Group Work Assessment BLM 37
- Group Work Reflection BLM 40

In the last 5 mins of class the 2 recorders are to report their groups progress to the rest of the class.

Group Conference using one of the following BLMs Group Processing (Form A, Form B, Form C, Form D), Group Participation Checklist, Group Discussion-Observation Checklist

Notes:

Day 11

Manitoba Curriculum Reference: 4.1.2

General Outcome 4: Enhance The Clarity and Artistry of
Communication

Connections to Consider: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2

The Writing Process...

Explain to your class that you will be learning the following prior to writing the scripts

- Thought Shots to Develop Characterization
- Cinematic Conversations
- Exploring the Use of Slang

In their notebooks, have your students copy the following information:

Thought Shots to Develop Characterization (Lane, 1993) & (Harper, 1997)

Three ways to portray internal thoughts and reflections

1. Flashback- memories
2. Flash forward- character makes predictions
3. Internal debate- have an argument with oneself

Brainstorm different ways to achieve this such as walking to the side of stage, moving away from the rest, zoom into characters face and then without any lip movement have the characters voice heard saying...

Have the class go through the storyboard and decide the following for each scene

1. Does this scene need a thought shot?
2. If so which character(s) need it?
3. What type of thought shot?

Notes:

Have your students go home and watch a T.V show or movie with the intent to observe the flow of conversations and scenes. Instruct your students to take notes and then bring them to next class.

Day 18

Manitoba Curriculum Reference: 4.4.1

General Outcome 4: Enhance The Clarity and Artistry of Communication

Connections to Consider: 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 5.1, 5.2

As a class, make a list of what needs to be gathered and made before the play. The following are examples of what you may need to discuss:

Props- Make? Paint? Borrow? Rent? Buy?

Costumes- Make? Buy? Rent? Borrow?

Backdrops- hills, audience, farm, sunset, living room, city, etc

After your lists are made, assign each student tasks to be completed.

- You may want to pair some of the students up

Handout the scripts allowing time to rehearse and memorize their lines

Notes:

Day 24

After the Dinner Theatre...

Manitoba Curriculum Reference: 5.1.1

General Outcome 5: Celebrate and Build Community

Connections to Consider: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4

Discuss the following with your class:

Does anyone want a copy of the play. If so, have them bring a blank VHS or DVD

Discuss whether they would like to have a copy of the movie in the library

Discuss how they thought the dinner theatre went.

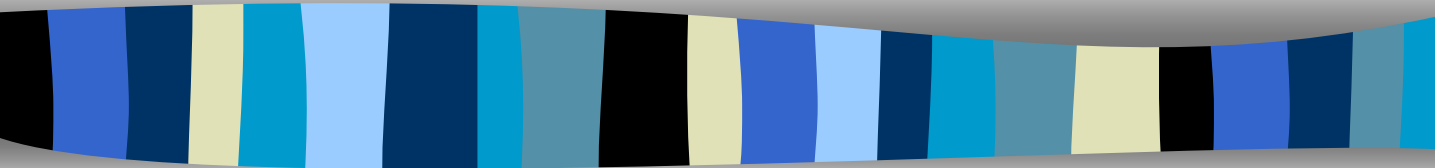
Handout:

- Self Reflection
- We Reach Our Goal BLM 34
- How We Co-operated In Our group Work BLM 36
- Group Work Assessment BLM 37

Notes:

This Is The End Of The Unit

Appendix A



Dear Parents/Guardians,

Our class will be performing _____

The performance will include food that the students will be preparing. Any assistance that you are willing to contribute would be greatly appreciated to make this a successful experience for your child. Your child will be going home with tasks that will need to be accomplished outside of class time such as finding sounds, props, costumes, making food, etc. If you have any questions or comments you can contact me at the following number _____.

Sincerely,

Dear Parents/Guardians,

Our class will be performing _____

The performance will include food that the students will be preparing. Any assistance that you are willing to contribute would be greatly appreciated to make this a successful experience for your child. Your child will be going home with tasks that will need to be accomplished outside of class time such as finding sounds, props, costumes, making food, etc. If you have any questions or comments you can contact me at the following number _____.

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Sincerely,

Key Facts

Full title:

Author:

Type of work:

Genre:

Language:

Date of first publication:

Publisher:

Narrator:

Point of view:

Tense:

Setting (time):

Settings (place):

Protagonist:

Major conflict:

Rising action:

Climax:

Falling action:

Themes:

Motifs:

How We Co-operated in Our Group Work

Name _____ Date _____

Group Members _____

Think about how your group performed. Circle the appropriate box.

In our group:

1. We used our time wisely and helped each other stay on task.

ALWAYS	SOMETIMES	RARELY	NEVER
--------	-----------	--------	-------

2. We listened to each other.

ALWAYS	SOMETIMES	RARELY	NEVER
--------	-----------	--------	-------

3. We encouraged each other.

ALWAYS	SOMETIMES	RARELY	NEVER
--------	-----------	--------	-------

4. We contributed our ideas and opinions.

ALWAYS	SOMETIMES	RARELY	NEVER
--------	-----------	--------	-------

5. We helped all group members understand the tasks.

ALWAYS	SOMETIMES	RARELY	NEVER
--------	-----------	--------	-------

6. We shared the workload.

ALWAYS	SOMETIMES	RARELY	NEVER
--------	-----------	--------	-------

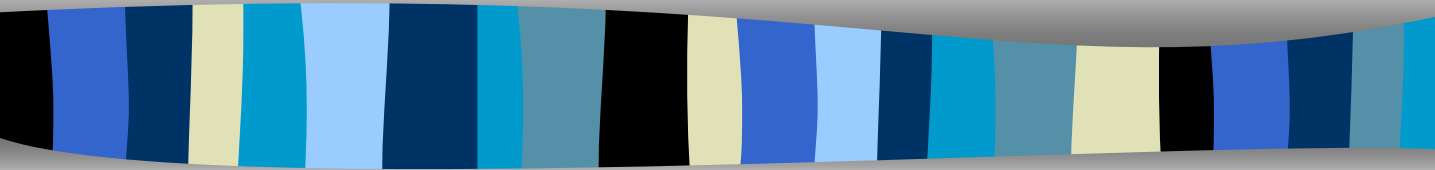
7. We helped each other focus on the work.

ALWAYS	SOMETIMES	RARELY	NEVER
--------	-----------	--------	-------

One difficulty our group had was:

To solve the difficulty we:

Appendix B



Character Interview With Supporting Quotes

Make sure that you include quotes from the novel to support your answers.

What is your name?

What do you like to do?

What do you look like?

How old are you?

Where do you live?

What is your family background?

What are your dreams?

What are your interests?

What are your fears?

What are your challenges?

What is unique about you?

What is important in your life and why?

What problems do you have?

How have you tried to solve your problems?

How will you grow or change during the course of the story?

Character Interview With Supporting Quotes

Make sure that you include quotes from the novel to support your answers.

What is your name?

What do You Like to Do?

What do you look like?

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What is your family background?

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What are your challenges?

What is unique about you?

What is important in your life and why?

What problems do you have?

How have you tried to solve your problems?

How will you grow or change during the course of the story?

Film and Television Techniques

Camera Angles

high
level
low
reverse

Camera Movement

follow
pan
tilt
track
zoom in
zoom out

Lighting and Color

dark
discordant
harsh
harmonious
light
soft
vibrant

Editing Scene Transitions

cut away
cut in
dissolve
fade in
fade out
jump cut
montage
slit screen
super-imposition

Film and Tape Speed

animation
fast
freeze frame
reverse
slow

Light Source

back
flat
side
top

Organizational Structure

frame
sequence
shot

Sound

music
cross fade
cut
effects
off screen
voice over
silence

Types of Shots

close up shot
establishing shot
long shot
medium shot
over-shoulder
two-shot



About The Author

Tasha Deschambault is a certified teacher in Manitoba. She attended school at Brandon University completing a Graduate Degree in Education majoring in Special Education. She is now devoted to creating resources for teachers to help ease their workload. It has taken her approximately six months to complete this comprehensive unit.

Any feedback you have to offer about this unit would be appreciated. To view a list of completed resources and resources that are currently being worked on please visit <http://www.mts.net/~tashaal/homepage..index.htm>.

If you have any unit topics that you would like to see created, please contact Mrs. Deschambault at beautifulfields@mts.net.



References

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