

Cue For Treason: Creating a Movie



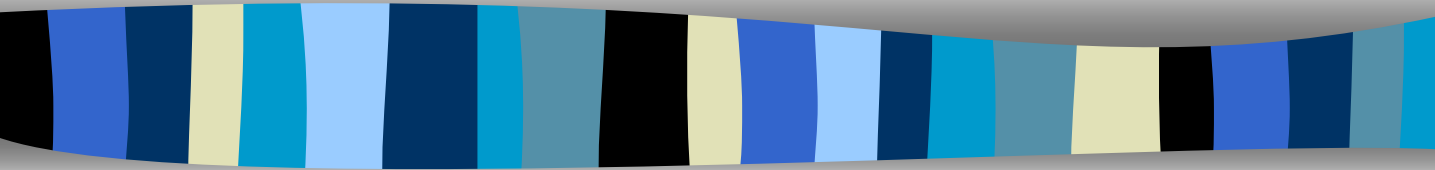
Created By, Tasha Deschambault

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 this unit is to allow students to learn about the UK in an effort to prepare them for Shakespeare's works as well as any future projects that will involve Elizabethan Times. This includes types of foods, landmarks, politics of the era, etc.
- The following are links to excellent websites that may help your students decide appropriate locations to film their movie:
 - <http://freepages.genealogy.rootsweb.com/~genmaps/>
 - www.joncombe.com
 - www.MyFamily.com
 - www.francisfrith.co.uk
 - www.walkingbritain.co.uk
 - www.geoffreytrease.co.uk
- I also recommend purchasing **Shakespeare: Mastering The Language**. In the novel, *Cue For Treason*, one will find many words that were used in Shakespearean times. Therefore, there are many words that students may not understand. So to help students with the utilization of Shakespearean tongue, I have created a word game that can be played during class time. The game is great for substitute teachers as well as for students who complete their tasks early. For more information press the following link:
<http://www.mts.net/~tashaal/Definition%20game.htm>

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-	Who will do the cooking	How to pay for food-
■ School	■ Students	■ Parents
■ Parents	■ Caterer	■ Silver collection
■ Community	■ Parents	■ Fund raiser
		■ Donations

The following food was mentioned in the book oatcakes, cheese, chicken, mutton, wine, cold porridge. You can use these following recipes or recipe links. This may be a good time to decide who will be making what food. "[UK Recipes](#)" contains recipes and links to recipe sites.

Decide who is going to play each character from the following list – "[Character Parts](#)". Keep in mind that multiple minor characters can be played by the same performer.

Notes:

Hand out the following letter to go home "Performance Note to Parents"

Day 4

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

Explain to your class that they will be creating a storyboard for their production.

(5 mins) Brainstorm on the board the following question with your class

- What is a storyboard?

A storyboard is a visual representation of a story that includes text and/or illustrations

Divide your class into 4 groups. Tell your class that each group needs to decide their roles for each group member

Give each group one of the following tasks:

- Leader
- Recorder
- Reporter
- Noise monitor
- Time monitor

Group 1- first ¼ of scenes

Group 2- second ¼ of scenes

Group 3- third ¼ of scenes

Group 4- last ¼ of scenes

Each group is to create a storyboard for the section of scenes you have assigned.

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, have all four recorders report their group's 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:

This may take 2 classes. If it does, have groups rotate roles for the next class and repeat the lesson

Day 15

Manitoba Curriculum Reference: 2.3.3, 4.1.2, 4.4.1

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

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, 4.3, 4.4, 5.1, 5.2

As a class...

Choose a group leader, recorder, noise monitor and a time monitor

Have a first reading of the script. Have those listening, raise their hands during the reading and suggest any changes. When a suggestion is made, explain that someone needs to second the motion and then someone else needs to third the motion for any changes to be made.

The recorder is responsible for writing down the changes to be made.

After the read through, have your class make any changes necessary to the script

Notes:

Day 23

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

After the Dinner Theatre...

Discuss the following with your class:

Does anyone want a copy of the movie. 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.

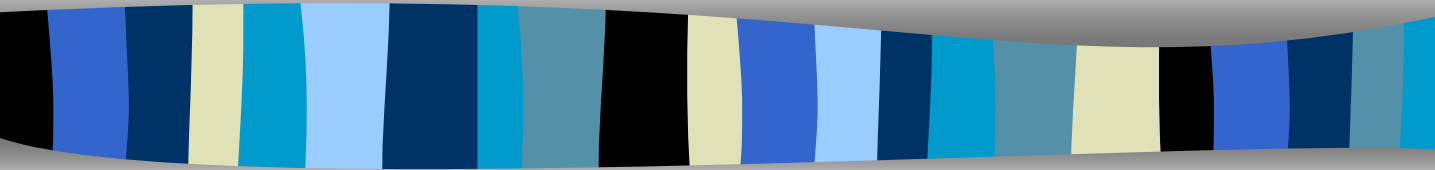
Handout:

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

Notes:

The Unit Is Now Complete

Appendix A



Character Parts

Major Characters	Students' Name
Peter	
Kit	
Sir Philip Morton	
Supporting Characters	
Mr. Desmond	
Mrs. Desmond	
Shakespeare	
Mr. Burbage	
Yellow Gentleman (Vincent Vicar)	
Tom Boyd	
Minor Characters	
Queen Elizabeth	
Mr. Brownrigg	
Sir Robert Cecil	
Mr. Armthwaite	
Peter's sisters	
Sir Philip Morton's men	
Stage actors in plays	
Guards	
John Somers	
Audience (this can be drawn in background if necessary)	
Horse thieves	
Ladies in waiting	
Bar wench	
Sir Joseph	

Dear Parents/Guardians,

Our class will be performing *Cue For Treason* by, Geoffrey Trease. The performance will include food from the United Kingdom 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,

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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:

We Reached Our Goal!

Let's Review

Date: _____

Our goal was to:

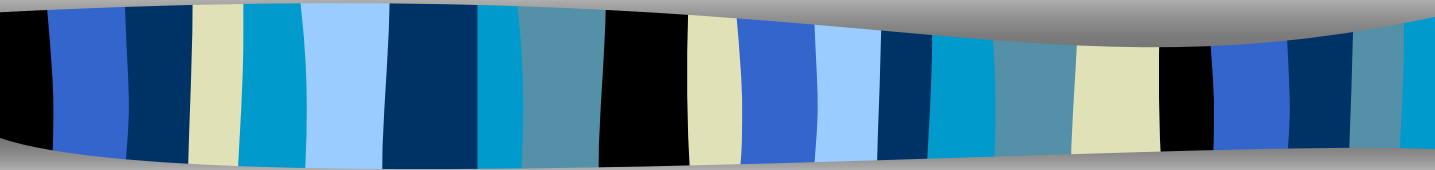
The steps we took to reach our goal were:

When we achieved our goal we felt:

We found this out about our group:

Signature of each group member:

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

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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?

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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 Elements	
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Forms and Genres
Adventure
Comedy
Fantasy
Horror
Mystery
Science fiction
Western
Historical fiction
Romantic comedy
Advertising special
Autobiography
Biography
Cartoon
Comedy
Docu-drama
Documentary
Historical report
Game show
Infomercial
Music video
Newscast
Play
Religious service
Report
Talk show
T.V advertising
Travel
Situation comedy
Soap opera
Variety show

Expository Expressive Narrative
--

Purpose
Persuade
Describe
Argue
Explain
Narrate
Instruct
Direct
Record
Entertain
Profit

Components
Style
Theme
Content
Voice
Audience
Point of view
Mood
Tone
Format
Organization

Rhythm and Patterns
Circular
Cumulative
Linear
Repetitive
Controlled
Predictable

Media Text Structures Non-fiction
Classification
Comparison
Contrast
Cause/effect
Chronological
Episodic
Structure
Description
Open-ended
Narrative

Humor
Physical
Situational
Visual
Verbal
Ironical
Satirical

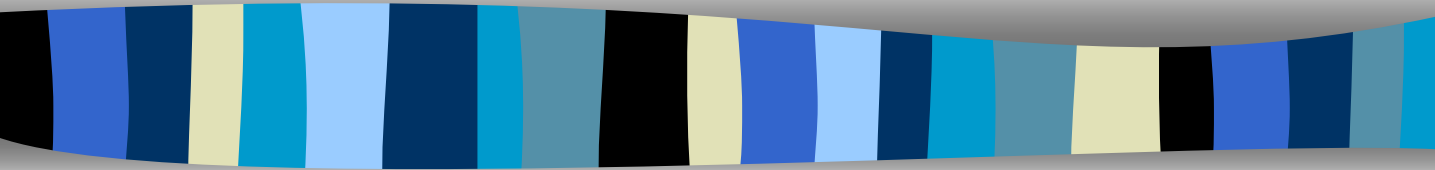
Stereotype
Gender
Race
Cultures
Occupations
Institutions
age

Techniques
Camera angles
Camera movement
Camera distance
Sound
Music
Lighting
Color
Speed
Editing

Fiction
Setting
Characters
Beginning
Problem
Solution
Events
Climax
Plot
Conclusion

Film and Television Features
Title
Screenwriter
Director
Producer
Script
Subtitles
Screenplay credits
References
Prologue
Epilogue
Scenes
Sequences

UK Recipes



Oatcakes

Oatcakes

2 cups old fashioned oats
2 cups milk
2 tablespoons packed light brown sugar
1/2 teaspoon salt
few gratings of nutmeg
3 large eggs
1/2 teaspoon vanilla
6 tablespoons unsalted butter + more for frying
1/2 cup flour
1 1/2 teaspoons baking powder

The night before: In a large mixing bowl, stir together the oats, milk, brown sugar, salt and spices. Cover the mixture and refrigerate it overnight.

The next morning: Beat the eggs well and add the vanilla. Melt the butter. Sift the flour and baking powder together. Add to the oatmeal mixture along with the melted butter and the beaten eggs. Mix well.

Cook like regular pancakes on a hot, greased griddle -
- not too hot though, or they'll get over-browned before they're cooked through. (You can add more milk if you like thinner pancakes.)

Serve with butter and syrup. Can also add chopped apples or chopped peaches to the batter. Is good with blueberry syrup.

Makes 16 4" pancakes.

Recipe Links

<http://www.britainexpress.com/articles/Food/index.htm>

<http://www.goodlookingcooking.co.uk/cat-chicken.html>

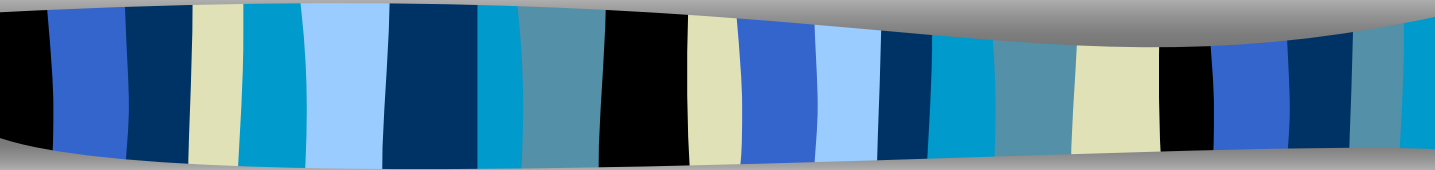
<http://www.blackface.co.uk/recipes.asp>

<http://www.graigfarm.co.uk/mutton.htm#WHAT%20IS%20MUTTON>

<http://www.somersetfarmdirect.co.uk/muttonrecipes.htm>

<http://www.arielvineyards.com/wines.html>

Chapter Summaries



Chapter 9: Re-Enter Danger!

Kit and Peter were well fed by William Shakespeare. The three discussed William's new play "Romeo and Juliet". After much food and drink, William filled Kit and Peter's hearts with much needed hope. A room was arranged for Kit and Peter to lodge in for the night.

The next morning, Shakespeare took Peter and Kit to see Mr. Burbage where they would have a chance to audition. Burbage acted as if he had never met the duo before. Burbage and Shakespeare agreed that Peter was a born mimic and that Kit would make a perfect Juliet. They were both hired and placed promptly under Shakespeare's wing.

December came and along with it brought news of home for Peter. Peter's mother sent mutton, ham, rum butter, dainties and a letter warning Peter that it was not safe to come home yet.

The opening night of "Romeo and Juliet" was now upon them. The house was packed and the cast and crew were preparing for a performance of a lifetime. When all of a sudden, Kit panicked and left the playhouse. Burbage, who was furious, ordered Peter to play Juliet, considering he was a perfect mimic.

Peter entered the stage on cue, began his lines and then looked straight into the eyes of Sir Philip Morton.



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

Trease, Geoffrey. *Cue For Treason: A Tale of Shakespearean England*. Copp Clark Pitman Ltd.

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction - A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996. Reproduced/adapted with permission. All rights reserved.

Manitoba Education and Training, *Grade 5-8 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. Reproduced/adapted with permission. All rights reserved.

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