Senior English Movie Masterworks

*Purpose:*

1. To explore the Victorian Era through film representations of classic literature
2. To promote advancement of student synthesis and comparison skills
3. To engage students in personal, individualized response to literature

*Films to be Shown:*

1. Pride and Prejudice (2005) rated PG
2. Jane Eyre (2011) rated PG-13
3. The Importance of Being Earnest (2002) rated PG
4. Great Expectations (2012) rated PG-13

\*\*\*all films are available via electronic streaming (YouTube, GooglePlay, etc.)

*List Of Assignments:*

1. Video Comprehension Sheets
	1. In order to ensure understanding of the more basic elements of each narrative (plot, characters, etc.), students will have a list of questions to answer while viewing
	2. These questions will be mostly rooted in understanding and applying information already covered, but may also involve interpretation, analysis, and evaluation of themes and larger ideas
2. Film-Based Responses (see reverse side)
	1. To show deeper understanding of the narratives, students will create new representations of the films that demonstrate extension of knowledge beyond in-class viewing
3. Final Synthesis Writing
	1. Given the clear presence of female protagonists in the films, students will use prior research, video answers, and responses in order to compile a final piece of synthetic writing that describes the time period

*Grading:*

* Video Comprehension Sheets
	+ 10 questions for each film x 4 films = 40 pts
* Film-Based Responses
	+ 20 pts each x 4 films = 80 pts
* Final Synthesis Writing
	+ 40 pts

TOTAL= 160 points, or roughly 2/3 of the points for the quarter

*Important Note:*

* Considering the nature of this unit, attendance is extremely important. Making up assignments and viewings will be more difficult than usual, especially true given the year-end schedule for seniors. Students are encouraged to be as proactive as possible in being present and seeking out alternate means of viewing if necessary.

Film-Based Response Descriptions

**Pride and Prejudice -- ABC Schemes**

1. Select words, quotes, and/or various other aspects from the novel that are key to the plot or themes. Find at least one of these for each letter of the alphabet.

2. For each letter/term, create a PowerPoint slide that includes a visual representation and description of the significance it holds within the novel.

 \*\*\*Character names may only be used for a maximum of 3 letters

3. For an additional challenge, keep the letters/terms in chronological order so the reading of them makes sense and gives the reader a good idea of the story’s plot.

**Jane Eyre -- Character Interview**

1. Imagine you are a newspaper/magazine reporter assigned to interview either Jane Eyre or Mr. Rochester. The interview may focus on any aspect of either of their lives.

2. Create a written script that reflects this interview.

 \*\*\*Script should contain at least 10 Q&A’s that seek out deeper character insight

 \*\*\*One word responses cannot be included in the required 10

3. Finally, add an introduction and conclusion as though the interview questions and responses were going to be published.

**The Importance of Being Earnest – Collage**

1. On a piece of poster paper, make a collage that represents major characters and events in the book you read.

 \*\*\*Traditionally, a collage contains little or no blank space

\*\*\* Use pictures and words cut from magazines, printed from online, or produced yourself in your collage

2. Attach or write a detailed written explanation of what the pictures and/or words mean on the back of the poster. Be sure to include relevance and significance in your explanation.

**Great Expectations -- Yearbook Snapshots**

1. Illustrate your understanding of four characters in the film by imagining what their high school yearbook picture would look like.

2. Begin with the character’s picture. This may be self-produced or gathered from an online source.

3. Include the following information that would appear under their picture:

A) Nickname E) Favorites (Foods, colors, etc.)

B) Activities/Clubs F) Book that had a great impact on him/her

C) Class Superlatives G) Plans after high school

D) Quotation