

Comparing Written vs. Video



Grade Level: 4-6

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Classroom Procedure:

1. Call students to the carpet/front of the room to sit together. Ask students if they have ever seen a film based on a book. Mention some recent popular examples such as the Harry Potter series, *The Lion the Witch and the Wardrobe*, *Charlie and the Chocolate Factory*, or others. Ask students to raise their hands if they have ever seen a film based on a book, and read the book the film was based on. Ask students if they noticed any differences between the two.
2. Say, "Typically there are differences between the film and the book it is based on. That can happen for many reasons, time constraints, the difficulty of capturing emotions that are written and scenes that are described in words when you have to use pictures and actors. The main things to consider when comparing film to text is how well the film conveyed the author's message. We are going to be examining books and portions of movies to compare them. As we do this, we will be focusing on how well the film captured certain key items that are crucial to the book."
3. Ask students what they think would be the most important items to keep true to the book when creating a movie based on it. Create the key viewing/reading topics anchor chart. Feel free to add other questions that the students contributed as well.

When comparing film to the book it is based on, it is most important to consider if the...

- Setting
- Characterization of main characters
- Plot events
- Resolution
- Author's message

...remained true to the book.

4. As a whole class, lead a comcomparison of the first chapter of *A Bear Called Paddington* by Michael Bond which can be found here : http://www.action.org.uk/sites/default/files/downloads/bring_your_bear/school/byb_paddington_extract.pdf

Approximate Grade Level: 4-6

Objectives:

The students will analyze books to their film adaptations to compare and contrast them.

Common Core State Standards:

CCSS.ELA-LITERACY.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

Class Sessions (45 minutes):

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5. After reading aloud to the students, have them volunteer to supply answers about the key elements of the first chapter, including setting, characters, and plot events. Write the answers on the board on one side of a t-chart. Then use the link <https://123movies.is/film/paddington-2220/watching.html> to watch the Paddington movie for free, or you can rent a copy or find on another streaming service. Watch until Paddington arrives at the Brown's house, and then stop the movie.
6. Have students volunteer to supply answers about the key elements of the first part of film, including setting, characters, and plot events. Lead a discussion on which items are similar and different.
7. Have students complete Activity Sheet 1, which is a close reading analysis of the text they heard vs. the movie they saw based on the text.
8. For the Practice Sheet, students complete a focused reading/viewing guide after viewing and reading the opening of the first Harry Potter book/film. Have them read the first chapter of Harry Potter and the Sorcerer's Stone (up to pg. 17) by J.K.Rowling, available here http://harrypotter.scholastic.com/excerpts/HP_Book1_Chapter_Excerpt.pdf . The film clip is available here: <https://vimeo.com/167670810>
9. Choose another text that students have read and rent or find online a movie clip from it. View the film or portion of film in class. They will complete the Homework age based on the film and book assigned in class. If you are looking for suggestions, here is a list of children's books turned into feature films. <https://www.timeout.com/new-york-kids/movies/best-kid-movies-adapted-from-childrens-books>
10. Have students turn in homework the following day and lead a class compare/contrast discussion of the text and film they utilized.
11. Have students complete the quiz. This will be one of the most enjoyable quizzes they have ever completed! They need computers to complete the quiz, or you can show the information as a whole class. They will be comparing the text and film of Where the Wild Things Are by Maurice Sendak. The book in full text with illustrations is available here: https://www.slideshare.net/samsmith_12345/maurice-sendakwherethewildthingsare . The movie is available here: <https://123movies.gs/film/where-the-wild-things-are-5207/> , or you can rent or stream it from another service. While this may seem like a simplistic text for 4th-6th graders, it shows how greatly a simple book can differ from the film adaptation. You can choose to only show a portion of the film if you choose.

Teaching Materials/Worksheets:

Copies of included activity, practice, homework, and quiz pages, markers or chalk, chart paper, print outs, computers to access texts and films, lined paper.

Student Supplies:

Handouts, paper, writing utensils, access to films and book excerpts/full texts

Prepare Ahead of Time:

Prepare copies of handouts, print out passages needed, preview films, choose the film and text that you want to assign for homework, ensure students will have access to computers to read and watch online if not providing other means of reading/viewing.

Options for Lesson:

Day one: Students will activate background knowledge, discuss essential questions on anchor chart, and work to compare text vs. film as a whole class and then individually complete the first activity page.

Day two-three: Complete practice page and watch movie that you intend to use for the practice page. Day three: Homework collected, watch film and read "Where the Wild Things Are" in preparation for quiz.

Day 4: Quiz.





Teacher Notes

Comparing books and their film adaptations is a useful skill for comparing and contrasting practice, but also for differentiating between the author’s work and what filmmakers can do to it/change it. It is important to identify the most crucial elements in both literature and film to see if the true meaning of the book is preserved. It will also have a practical application for students who may think that they “can get away with” just watching a movie and not reading an assigned text! They will realize what the differences between film and text can be vast and that will impact their assignments.

Additional Resources:



CONTENT:

- <http://www.readwritethink.org/classroom-resources/lesson-plans/cover-cover-comparing-books-1098.html?tab=4#tabs>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/reel-scoop-comparing-books-46.html>
- <https://www.scholastic.com/teachers/blog-posts/addie-albano/books-vs-movies-teaching-visual-literacy-and-literature-through-film/>
- <http://www.teachwithmovies.org/guides/adaptations-essay.html>

WORKSHEETS:

- http://www.readwritethink.org/files/resources/lesson_images/lesson46/FocusedReadingViewingGuide.pdf
- http://www.readwritethink.org/files/resources/lesson_images/lesson1098/BookMovieComp.pdf
- <https://www.teacherspayteachers.com/Product/Compare-and-Contrast-Book-vs-Movie-243427> (fre digital download)

VIDEOS:

- https://www.youtube.com/watch?v=2L0trR3jD_Q
- <https://www.youtube.com/watch?v=KwliliXJ4jQ>
- <https://www.youtube.com/watch?v=KcKTQeaLSp8> (Coraline comparison)





Activity

Name _____ Date _____

Directions: Compare and contrast the film clip of Paddington, vs. the chapter of A Bear Called Paddington that you read. Answer all questions in complete sentences.

1. When comparing the novel to the movie, what background information about Paddington was included in both?

2. What background information was included in the movie that was not included in the text? Why do you think the filmmakers chose to add to Paddington's story?

3. How is Mr. Brown portrayed in the movie vs. the text? List at least three differences.



4. List three overall similarities and three differences between the movie and the text.

5. Do you think the movie remains true to the author's main idea of a lost bear being taken in by a family and changing their lives in some way?





Practice

Name _____ Date _____

Directions: After reading the first chapter of Harry Potter and the Sorcerer's Stone by J.K. Rowling and watching the opening of the movie, complete the focused reading viewing guide, discussing differences and similarities between the text and film.

Book Title:	Movie Title:
Setting:	Setting:
Characters:	Characters:
Plot events:	Plot events:
Resolution/end of section:	Resolution/end of section:





Homework

Name _____ Date _____

Directions: Compare and contrast the assigned film/text. Answer the focused viewing questions in complete sentences.

1. How are the setting in the film and the book similar and different?

2. Are key plot events the same? If not, what changed?

3. Were the characters portrayed accurately in the film (as written in the original text)?

4. Do you think the film was able to convey the author's message? Why or why not?





Activity Page One- Answers will vary to an extent, but here are some suggested answers.

1. When comparing the novel to the movie, what background information about Paddington was included in both? **Extensive background information about Paddington's aunt and uncle and their life in Brazil was added to the film. In the book, neither of these events occur.**
2. What background information was included in the movie that was not included in the text? Why do you think the filmmakers chose to add to Paddington's story? **The idea of an explorer meeting and teaching the bears English was included. This was added to make the idea of a bear coming to England and already speaking English more plausible.**
3. How is Mr. Brown portrayed in the movie vs. the text? List at least three differences.

Mr. Brown in the text is portrayed as being a bit helpless and uncertain, but a nice and helpful person in the end. Mr. Brown in the film is portrayed as extremely nervous and aware of danger all the time. He is shown as very disapproving of Paddington and didn't want him to come with the family.

4. List three overall similarities and three differences between the movie and the text.

Similarities include Paddington meeting the Brown family at the train station. PAddington explaining that he is from Brazil. Mr. Brown being shocked by a bear speaking to him at Paddington station. Differences include extensive backstory being added about Paddington's family. Mr. Brown's characterization is extremely different. The character of an English explorer is added to the film.

5. Do you think the movie remains true to the author's main idea of a lost bear being taken in by a family and changing their lives in some way? It does remain true to the author's message. It adds to the story, but doesn't take away.





Practice Page: Answers will vary, these are examples students can elaborate on.

Book Title: Harry Potter and the Sorcerer’s Stone	Movie Title: Harry Potter and the Sorcerer’s Stone
Setting: Begins in the day, gives extensive background about Privet Drive, the perfect house, Mr. Dursely’s work, the atmosphere of London/ the town as celebrations occur.	Setting: Privet Drive, at night, one evening.
Characters: Mr. and Mrs. Dursley, Harry Potter, Dudley Dursley, Hagrid, Dumbledore, McGonigall, baby Harry, references to other characters.	Characters: Dumbledore, McGonigall, Hagrid, baby Harry.
Plot events: Extensive events leading up to the arrival of Harry on the Dursely’s doorstep that night. Builds suspense that something is off, strange things are happening, shows how very ordinary the family and area is, how much they dislike “unusual” people. Extensive discussion of the events of leading up to placing Harry with the Dursley family, Harry’s parents’ death is briefly mentioned.	Plot events: Hagrid delivers baby Harry to Dumbledore, Dumbledore and McGonigall have a brief discussion about how Privet drive is an unsuitable place to leave Harry because they are the most terrible Muggles, but Dumbledore says it must be done.
Resolution/end of section: Resolution of the first chapter is the same as the section of the opening of the film- baby Harry Potter is left on his aunt’s doorstep in the night with a note from Dumbledore.	Resolution/end of section: Resolution of the first chapter is the same as the section of the opening of the film- baby Harry Potter is left on his aunt’s doorstep in the night with a note from Dumbledore.





Homework

Name Answer Key Date _____

This will vary as the teacher is assigning a specific movie and book pairing of his/her choice.





Quiz

Name _____ **Answer Key** Date _____

Quiz: Answers will vary, but some key points will include that the movie gives a lot of different plot events as background, such as that Max the main character has tantrums and fights with his sibling. His mother is in a relationship with a boyfriend which is causing Max to feel neglected. He runs away physically, not just in his imagination. When he becomes king of the wild things, it is because he proclaims that he can solve all their problems. There is a much more in depth relationship between Max and the monsters.

In the text, the story is much more simplistic, we assume Max has been naughty and is sent to his room. He's mad and imagines he can sail away to a world where being a wild, raging monster is great, and he'll be the wildest one of all. He'll become king of the wild things and rage and "party" as much as he wants to without getting in trouble. But when he feels lonely and begins to calm down (as children do calm down from time outs) he returns from reality and finds his home waiting for him.

The film and book vary greatly on author's message, setting, and characterization of characters.

