

## Movie Magic

The lesson plan in Exhibit 4.8 provides an additional opportunity for students to express what they know and understand about a text through the visual arts. The various pictures are interpretations of the same text. When students view different visual representations of a classic like *Macbeth*, they can begin to make connections about the various ways that people respond to and interpret texts. This approach can be a rich context in the classroom because the students often note that the visual representations reflect the time period in which they were created.

Following is a selection of Web sites where illustrations for this lesson can be found:

Library of Congress: [www.loc.gov](http://www.loc.gov)

Movie stills: [www.movieweb.com](http://www.movieweb.com)

Academy of Motion Picture Arts and Sciences: <http://www.oscars.org>

Google Images: <http://images.google.com> (simply type in a character, text title, or author, and pictures from all over the Web will be searched; this is a fabulous research tool)

Tony Awards: [www.tonyawards.com](http://www.tonyawards.com)

Theater history: [www.theatrehistory.com](http://www.theatrehistory.com)

Shakespeare's Globe Theater: [www.shakespeares-globe.org](http://www.shakespeares-globe.org)

## Exhibit 4.8 Movie Magic Lesson Plan

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<b>After-Reading Activity</b>	<b>Movie Magic</b>
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Objectives	To examine different interpretations of text
Materials	Various photos and stills from movies or illustrations of a selected text (see Web sites listed)
Time	One class period

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<b>Procedure</b>	
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Step 1	Prior to class, select different visual images of a selected text. For this lesson, use Shakespeare's <i>Macbeth</i> .
Step 2	Place the students into groups of three or four students. Each group should have a variety of pictures that were created for <i>Macbeth</i> . In the groups, students should discuss the following: What feelings or mood is portrayed in this picture? What does the artist or director think about the different characters? Which pictures most closely represent how characters appear in the play?
Step 3	As a large group, discuss the different pictures and summarize the separate groups' findings.

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IRA/NCTE Standards	<ol style="list-style-type: none"><li>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.</li><li>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</li><li>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</li></ol>
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