

PROJECT

Short-film adaptation of the novel *Things Fall Apart*

TARGETED COMPETENCY I CAN

Reading Literature

Cite text **evidence** and draw inferences (background knowledge + evidence = conclusion).

[CCSS.ELA-Literacy.RL.9-10.1](#)

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.2](#)

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RL.9-10.3](#)

Analysis

Analyze (break down) how an author uses **rhetorical devices** to structure a text, and order events within it.

[CCSS.ELA-Literacy.RL.9-10.5](#)

Analyze a particular **point of view** literature from outside the United States.

[CCSS.ELA-Literacy.RL.9-10.6](#)

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RL.9-10.5](#)

Writing

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.9-10.3](#)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-Literacy.W.9-10.3.d](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-Literacy.W.9-10.10](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.6](#)

Synthesis	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CCSS.ELA-Literacy.SL.9-10.2</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-Literacy.W.9-10.8</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.1</p>
Connect & Create	<p>Connect artistic ideas and work with personal meaning. Develop new artistic ideas and work. Select, analyze, and interpret artistic work for presentation. https://www.nationalartsstandards.org/</p>
Presentation	<p>Pr produce/perform/present: Produce meaning through presentation of artistic work. https://www.nationalartsstandards.org/</p>

KEY WORDS

Camera Work: This involves turning on and off a camera, camera shots and size, camera framing, camera angles, camera movement, variation of shots, demonstration of camera features such as ISO, Manual versus Auto Focus, Camera speed, and Aperture.

Intentional Meaning: The work has a plan and purpose that creates meaning. E.g. *Things Fall Apart* was written with the purpose of correcting the misconceptions about how Africans were enslaved. It humanized Africans by revealing a civilization prior to colonialism, and thus using the Igbo as a metaphor for other African tribes.

TASK DESCRIPTION:

After we read selected chapters of the novel *Things Fall Apart* and watch the film adaptation, we will create a short film. To accomplish this goal, we will rely on our background knowledge, our impressions, and our analysis of the book. Next, we will use our knowledge of writing– the narrative arc– to compose a screenplay that will serve as the basis for our film. The point of this project is creative expression through film. This requires a strong understanding of text structure and point of view, in addition to our ability to analyze, write in narrative style, and translate a written text to film.

FINAL PRODUCT:

Adapted Film *Things Fall Apart*

PROJECT REQUIREMENTS:

- Presentation demonstrates a complete film that develops an experience based on the text.
- Presentation demonstrates originality in the conception of a new artistic idea such as the adaptation.
- Presentation demonstrates a complete narrative composition (screenplay) that develops and establishes ambiance (mood) and tone.
- Presentation is shot in a logical manner that utilizes artistic techniques such as the rule of thirds, angles, lighting, acting, and costuming. Presentation demonstrates a collaborative effort on behalf of the team—it is apparent which students effectively fulfilled roles such as screenplay writer, director, researcher, production assistant, costume designer, and actor (s).
- Presentation demonstrates an ability to interpret and create theme. intentional meaning.
- Presentation demonstrates an ability to connect various art forms, as well as core content knowledge while acknowledging the cultural-historical significance of the work.
- submit separately with the presentation
- Presentation must be 3-5 minutes long.
- Presentation must cover one chapter that ranges between chapters 1-10; or multiple scenes from chapters 1-10.

WORK FLOW: 9 Weeks

CHECKPOINTS		TIME FRAME
#1	<p>Read <i>Things Fall Apart</i> chapter 1 /option Listen to audiobook Use Reading Log to track <u>evidence and inferences</u> based on the text to determine <u>TONE</u> *Camera work: Learn how to turn on and off a camera, in addition to learning camera features such as ISO, Manual versus Auto Focus, Camera speed, and Aperture.</p>	1week
#2	<p>Read <i>Things Fall Apart</i> chapter 2/option Listen to audiobook Watch the film adaptation of <i>Things Fall Apart</i> (first 15 minutes) <u>Analyze</u> characterization, point of view, juxtaposition, and conflict. *Form groups of 4 students (Film Crew). Determine important roles such as film director, producer, principal cast, and production assistant. The purpose of screening the film is NOT to copy the film, but to build your own interpretation for your own film. *Camera work: Learn camera angles: The Rule of Thirds</p>	1 week

#3	<p>Read <i>Things Fall Apart</i> chapter 3 /option Listen to audiobook Use Reading Log to analyze (break down) how Achebe uses rhetorical devices to structure the text. <i>Example, how are proverbs used as rhetorical devices?</i></p> <p>*Film Crew meetup: Discuss which chapter you will adapt to film. How will your version differ from the film? What will your crew need to research? What elements of your adaptation will authenticate your version?</p> <p>*Camera work: Learn lighting</p>	1 week
#4	<p>Read <i>Things Fall Apart</i> chapter 4 /option Listen to audiobook Watch the film adaptation of <i>Things Fall Apart</i> (second 15 minutes) <u>Analyze</u> evidence of visual rhetorical devices used in the film based on camera angle, backlighting, actors, and ambiance. The purpose of screening the film is NOT to copy the film, but to build your own interpretation for your own film.</p> <p>*Film Crew meetup write rough draft of screenplay.</p> <p>*Camera work: Learn to block actors.</p>	1 week
#5	<p>Read <i>Things Fall Apart</i> chapters 5-6 /option Listen to audiobook Synthesize/Tie together reading log and film notes. Write a one page paper that explains how your screenplay reflects evidence from the text and your inferences drawn from the text in a cohesive manner.</p> <p>*Film Crew meetup: Rehearse script (roundtable read aloud) make necessary edits</p> <p>*Camera work: Learn film editing</p>	1 week
#6	<p>Read <i>Things Fall Apart</i> chapters 7-8 /option Listen to audiobook Watch the film adaptation of <i>Things Fall Apart</i> (remainder of film)</p> <p>*Film Crew meetup: Start pre-production of film shoot. The purpose of screening the film is NOT to copy the film, but to build your own interpretation for your own film.</p> <p>*Camera work: Editing</p>	1 week
#7	<p>Read <i>Things Fall Apart</i> chapters 9-10 /option Listen to audiobook Research cultural symbolism in text. How does this authenticate the story and validate Achebe as a reliable narrator?</p> <p>*Film Crew meetup: Film shoot</p> <p>*Camera work: Editing</p>	1 week
#8	<p>Read <i>Things Fall Apart</i> chapters 11-12 /option Listen to audiobook Revision: Finalize script by writing conclusions, wrap-up film, make final edits</p>	1 week
#9	<p>Presentation: Present finished film to audience of peers and professionals at Film Festival</p>	1 week