

**Learning Literary Critique Through Film**  
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**CI 5472**  
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**Grade: 8<sup>th</sup> Language Arts**

**Overview:** The theoretical framework for this unit is the “viewer-response” approach to film study (Teasley & Wilder, 1997, p. 47). According to this perspective, viewers construct and articulate their interpretations of a visual text. “We ‘decode’ the visual (and, in the case of film, auditory) cues, simultaneously giving the words (images) meaning and creating a coherent and satisfying interpretation” (Teasley & Wilder, 1997, p. 49). This skill can be applied to the reading of print literary texts. By learning how to interpret visual texts, students can also interpret print texts.

This unit is designed to prepare students for sophisticated literary interpretation of a novel by enabling students to visualize significant symbolic cues in a text. It can be adapted for grades 6-9.

**Purposes:**

- 1.) To build critical thinking skills and enable students to understand how the skills learned can be applied to literary interpretation of a novel.
- 2.) To learn how to write a literary critique through writing a film critique.
- 3.) To engage in the writing process.

**Activities:** The following components will be submitted in a portfolio

- Activate prior knowledge of narrative form and connect them to film texts
- Lab—camera techniques
- Lab—lighting techniques
- Quiz—film terms
- View The Red Balloon (1956) using a dialectical notebook (DNB)
- Write a film critique on The Red Balloon by engaging in the writing process

**Assessment: 100 points total**

Camera lab: 5 pts.

Lighting lab: 5 pts.

Dialectical notebook: 15 pts.

Film terms quiz: 15 pts.

Film critique writing project: 60 pts total

Rough draft: 10 pts.

Peer workshop: 10 pts.

Revision: 15 pts.

Teacher conference: 10 pts.

Final draft: 15 pts.