

Immigration Theater Project

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Lesson Overview

Students will learn how to adapt electronic media and current events into a documentary theatrical scene with dialogue. They may create a theatrical scene, a short film and/or a movie trailer from a contemporary source. Students will use controversial themes from current events and write an original adaptation script and produce a theatrical experience that can be performed in front of an audience of peers. It must include the elements of production, creating a technical plan (blocking or story board), design costumes, create a color movie poster(paper or digital), or movie pitch.

Lesson Objectives

- Compare and contrast the treatment of themes across multiple media
- Analyze the role of setting, characters, and the elements of production in a film
- Create a script and production plan that is the adaptation of your theme

Materials

- *Playlet : Lady Liberty Scene*
- Storyboard Sheet
- Group Roles Sheet
- Markers, colored pencils, construction paper
- Flip video cameras, camcorders, or iPhones (optional)

Instructional Procedures

- Play the song 'Superman es Illegal' and have the students draw images on a storyboard reflecting the theme of the song.
- Put students into groups and pass out the script of Lady Liberty and read scene # 3 - Super Mojado (ear to ear). Repeat as a whole class. Repeat as pairs. Volunteers can repeat as Readers Theater. Talk about process of adaption.
- Have them flesh out their storyboard as a PPT slide show.
- Have them select own song and create a storyboard and a two/four person script.

- Read scene # 1 – Mytaque Ayasin (ear to ear). Repeat as a whole class. Assign parts and repeat as pairs. Volunteers can repeat as Readers Theater with an audience. Show the sources, comics etc. Talk about the process of adaption.
- Have them select own theme and find graphic sources for a two/four person script and storyboard.

- Read scene # 2 – Migra (ear to ear). Repeat as a whole class. Assign parts and repeat as pairs. Volunteers can repeat as Readers Theater. Show the textual and internet sources, etc
- Have them select own theme and find graphic sources for a two/four person script and storyboard.

GROUP PROJECT

- ❖ Explain that they will be working as a production crew trying to adaptation of any of the scenes as a short film.
- ❖ Students will select their own texts, images, songs or other sources and create a script
- ❖ Next they will create a storyboard
- ❖ Students will transfer their images into a PowerPoint slide show and mark slide cues in the script.
- ❖ Have students complete a film pitch using a Film Planning sheet. Explain to students that you will be acting as a potential investor in the film, and their pitch must convince you that the film will be a success and is worth your investment.
- ❖ Once students present their pitch and get approval from the investor, give them the Group Roles sheet. All tasks must be completed, and each member of the group should complete one of the group roles.
- ❖ Give students one class period to complete all of the necessary tasks on the Group Roles sheet.

Extension

(OPTIONAL) If you have access to recording devices, have students film their scripts with props and costumes. Upload films onto an iMovie or Windows Movie Maker program and let them alter the elements of production and add music. If you do not have access to cameras, have students perform their scripts in front of the class.

Group Roles

These are the roles that must fulfilled in your group. Each person is responsible for completing all the tasks under his/her role for a possible 20 points, for a group total of 100 points.

Music Director (20 pts)

- What mood do you plan to create through the use of music?
- List at least three sound sources being considered for the movie. Write one paragraph explaining each of your choices. How do the song's content relate to the movie? How does it help create a mood?
- Present your ideas to the script writers. At what time(s) will you be incorporating your song(s)?

Costume Designer (20 pts)

- Create a sketch of each character's outfit including color.
- On the back of the drawing, write a rationale for the costume you have chosen. Why did you pick the color you did? The style? How will your choices contribute to the audience's perception of the character?

Art Director (20 pts)

- Create a movie poster featuring the title, a picture from a key scene in the movie, the stars (choose celebrities you would imagine in those roles), and a tagline.
- Carefully consider color choice, shading, size and placement of the text.

- On the back of your movie poster, write a rationale for your choices. Why did you choose the colors that you did? What are you hoping to achieve? Why did you illustrate the scene that you did? How is it vital either to the movie or to attracting audiences? Explain your movie's tagline. Why did you choose the celebrities you did? Why would they be good in the roles that you chose?

Prop Coordinator (20 pts)

- What props will your group need for its scene?
- Can you make any of the props? If so, take this time to start.
- What props do you have access to in your home? What props will need to be pantomimed?
- What visual effect will the props add to the scene? Are these props necessary for your audience to buy into the reality of the scene?

Script Writers (20 pts)

- What are the important details that are necessary for your scene?
- How does the style of dialogue affect the audience's perceptions of the character?
- Don't forget to give your actors stage directions!
- Use your tools to create the necessary mood for your scene—aside, soliloquy, monologue, stage directions, dialogue.
- Time your finished script. Is it 3-5 minutes in length?