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From the Big Screen to the Classroom
Secondary (Middle/High)

Movie Tie-Ins

Title	Rated	Production Co./Distributor	Release Date
<i>The Book Thief</i>	PG-13	Fox 2000 Pictures/ 20 th Century Fox	10/3/2013
<i>The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe</i>	PG	Walt Disney Pictures/ Buena Vista Pictures	12/9/2005
<i>Divergent</i>	PG-13	Red Wagon Entertainment/ Lionsgate	3/18/2014
<i>Fantastic Beasts and Where to Find Them</i>	N/R	Heyday Films/ Warner Bros. Pictures	11/18/2016
<i>Gone With the Wind</i>	G	Selznick International/ Metro-Golden-Mayer	12/15/1939
<i>Harry Potter and the Half- Blood Prince</i>	PG	Heyday Films/ Warner Bros. Pictures	7/15/2009
<i>The Hobbit: An Unexpected Journey</i>	PG-13	New Line Cinema/ Warner Bros. Pictures	12/14/2012
<i>The Hunger Games</i>	PG-13	Color Force/ Lionsgate	3/23/2012
<i>Jane Eyre</i>	PG-13	BBC Films/ Focus Features	3/12/2011
<i>The Maze Runner</i>	PG-13	Gotham Group/ 20 th Century Fox	9/9/2014
<i>Percy Jackson & the Olympians: The Lightning Thief</i>	PG	1492 Films/ 20 th Century Fox	2/12/2010
<i>Pride and Prejudice</i>	PG	Studio Canal/ Focus Features	11/11/2005
<i>War Horse</i>	PG-13	DreamWorks Pictures/ Walt Disney Studios	12/25/2011

Introduction

"Never judge a book by its movie."

— *J. W. Eagan*

Movie makers have known for years that basing a movie on a popular piece of literature is a good idea. The book's title has name recognition and there is a built in fan base. If done well, financial rewards and artistic acclaim will be forthcoming. Think *Gone with the Wind*, *To Kill a Mockingbird*, and *The Lord of the Rings*.

In recent years children's literature has become a major focus in the motion picture industry. Thank you, J.K. Rowling! Film makers are revisiting the classics, checking the current trends, and keeping their eyes opened for the next best sellers. The industry, reactionary in nature, is responding to what works best at the box office.

Educators are well aware that while the book came first, a popular movie will renew interest in this book. It's not a coincidence that *The Hunger Games Trilogy* was on the major best-seller booklists six straight weeks before the release of the first movie.

While we thank the movie industry for their creativity and applaud their choice of material, it is to be noted that the lessons in this book do not reference the movies. The movies are the catalyst; the books are the center of attention.

Who- What- Why- When- Where- How- *Considerations for Using this Book*

Who?

The lessons and activities in this book are intended for use with students at the secondary level. While most are appropriate for grades 5-9, they can easily be modified for younger and older students.

What?

Each featured title includes three stand-alone lessons. These lessons are formatted with an introduction, grade level recommendation, time allocation, objective statements, materials list, and a step-by-step procedure guide. A standards correlation chart is located in the front of the book.

Why?

With today's distracting technology tools, communication devices, and entertainment choices, competition for the students' attention is greater than ever. Using a movie's connection to a piece of children's literature may be the "hook" needed to engage the students' interest.

When?

These lessons can be intentionally, with some forethought and planning, integrated into a literature unit. They can just as easily be used as enrichment fillers when the daily schedule has been altered or a planned activity had to be postponed. Because most of the lessons can readily be condensed or extended, they work well in an instruction block or for "end of the class period" instruction.

Where?

The implementation of these lessons does not require a specific venue. The classroom, library, reading room, or gym will all work well. Flexibility and enthusiasm are what make these lessons effective, not the designated instructional area.

How?

Most of the lessons include visuals and activity sheets. The visuals serve as introductory tools. They allow for concise and consistent delivery of the lesson's objectives and content. Meant to be projected using a document camera, the information on the visuals also transfers well to the chalkboard or chart paper. Activity sheets, game cards, and manipulatives should be prepared prior to class.

Who Needs this Book?

The demands on today's educators are great. There never seems to be enough time to plan lessons, cover content, address standards, and evaluate student progress.

The intent of this resource book is to step away from these demands and, for a half hour or so every now and then, engage the students in learning activities that involve creative problem solving, peer interaction, physical activity, and skills development. Most importantly, because the content is based on a popular piece of children's literature that has been made into a feature film, most students will associate the lessons with entertainment and fun.

Each of these lessons is stand-alone and demands little introduction or follow-up. Classroom teachers can easily incorporate the individual lessons into a thematic unit. However, this book was written with the resource teacher in mind. These are educators who interact with many students but only have contact with them for short periods of time.

The lessons in this book will be especially useful to:

English as a Second Language Teachers – It is a reality that television programs and movies are instrumental in teaching English to non-English speakers. A student who has seen *The Hunger Games* may be motivated to read other titles in the dystopian genre.

Gifted Resource Specialists – Most secondary "talented and gifted" classes are structured as pull-out programs. If this is the case, student attendance, class location, and time allocation is often inconsistent. Lessons with a "wow" factor that can be condensed or extended are valuable under these circumstances.

Library Media Specialists – Librarians rejoice when a good book is made into a movie and will make sure there are extra copies available for student checkout. They know that a movie creates renewed interest in a book. The time allocation and literary connections of these activities make for effective library lessons.

Reading Teachers – Teaching students how to read is a necessity. Motivating them to become enthusiastic readers is giving them a life-long gift. (Many struggling readers readily identify with Rick Riordan's Percy Jackson character who is dyslexic.)

Science & Social Studies Teachers – Teaching interdisciplinary lessons is an effective method of exposing students to content connections. Discovering the civics, personal finance, and economics concepts in *Harry Potter and the Half-Blood Prince* is beneficial in creating thought-provoking lessons. Noting the relevant social commentary in *The Hunger Games* is enlightening and applicable to present day events.

Substitute Teachers – Many of the lessons and activities in this book are perfect to add to the “bag of tricks” that’s advisable to have on hand. One should be prepared when the promised lesson plans cannot be located.

English Language Arts Standards <i>College and Career Readiness Anchor Standards for Reading Key Ideas and Details</i>	
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

English Language Arts Standards
College and Career Readiness Anchor Standards for Writing

CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.CCRA.W.10	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.

English Language Arts Standards

College and Career Readiness Anchor Standards for Speaking and Listening

CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.