

12 Blog Prompts for Comparing/Analyzing a Novel and a Film Adaption of the Novel

Adapted from: <https://sites.google.com/a/lpsk12.org/i-robot-book-club/home/film-analysis-comparison>

The novel: The author:	The film: The director:
<p>1. Describe the opening scene of the book:</p> <ol style="list-style-type: none"> How does the book start? A description of the setting? The narrator explaining something? In the midst of some kind of action scene? Quote the most memorable lines from pages 1-2 (maybe the first couple lines of the story . . . or maybe a couple lines shortly thereafter). Why did you choose these lines? Why do you think the author starts the book this way? <p>Mr. Netzler's example blog post #1</p>	<p>7. Describe the opening scene of the film.</p> <ol style="list-style-type: none"> Describe any significant changes between the opening scene of the film and the opening of the book. If the director of the film made any changes, analyze why he made those changes and how it impacted your understanding of the book. If there were no significant changes, explain why the director might have chosen to maintain the book's opening scene. <p>Mr. Netzler's example blog post #7</p>
<p>2. Explain one symbolic choice you see the author making in the story so far. (Recall, a symbol is a thing that represents or stands for something else; e.g. in <i>Animal Farm</i>, the windmill and its construction can be interpreted to stand for communism and its spread to other nations outside of Russia.) Explain why you think the author made this choice and how it improves or takes away from your understanding of the book.</p> <p>Mr. Netzler's example blog post #2</p>	<p>8. Describe one symbolic choice the director makes in the film (e.g. staging, props, movement, music, scenery, casting, etc.). Explain why you think the director made this choice and how it improved or took away from your understanding of the book.</p> <p>Mr. Netzler's example blog post #8</p>

<p>3. What scene or scenes do you find missing from the story? In other words, which scenes are referred to but never really shown or portrayed? These are scenes the author leaves up to the reader's imagination.</p> <p>Mr. Netzler's example blog post #3</p>	<p>9. Describe one added or deleted scene in the film (a scene that was not in the book but in the film or vice versa). Analyze why the director either added or cut this scene, and how it improved or detracted from your understanding of the book.</p> <p>Mr. Netzler's example blog post #9</p>
<p>4. Describe the closing (final) scene of the book. Pretend I've read everything except for the last chapter of the book:</p> <ol style="list-style-type: none"> What happens? Is it surprising? Is it anti-climactic? Why do you think so? Why do you think the author ends the story this way? <p>Mr. Netzler's example blog post #4</p>	<p>10. Describe the closing (final) scene of the film:</p> <ol style="list-style-type: none"> What happens? Describe any significant changes between the closing scene of the film and the closing of the book. If the director of the film made any changes, analyze why he made those changes and how it impacted your understanding of the book. If there were no significant changes, explain why the director might have chosen to maintain the book's closing scene. <p>Mr. Netzler's example blog post #10</p>
<p>5. Explain your overall opinion of the book.</p> <ol style="list-style-type: none"> What did you like? Why? What did you dislike? Why? Out of five stars, how would you rate it and why? <p>Mr. Netzler's example blog post #5</p>	<p>11. Explain your overall opinion of the film.</p> <ol style="list-style-type: none"> Out of five stars, how would you rate it and why? How did it stack up to the book? Be as specific as possible with examples to illustrate your claims. <p>Mr. Netzler's example blog post #11</p>
<p>6. Finally, put yourself in the author's chair:</p> <ol style="list-style-type: none"> What would you have done differently had you been writing this book and why? What would you have done in the same way and why? (Please be as specific as possible.) <p>Mr. Netzler's example blog post #6</p>	<p>12. Finally, put yourself in the director's chair:</p> <ol style="list-style-type: none"> What would you have done differently had you been directing this film and why? What would you have done in the same way and why? (Please be as specific as possible.) <p>Mr. Netzler's example blog post #12</p>

Relevant AERO Standards

W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

W.4.9-12.a: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.9-12.a: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.6.9-10.a: 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.

OR

W.6.11-12.a: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.10.9-12.a: 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.

Rubric based on relevant AERO Standards:

	No. <i>Does not meet the standard</i>	Not yet . . . <i>Approaching the standard</i>	Yes! <i>Meets the standard</i>
<p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p>			
W.4.9-12.a Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
W.5.9-12.a With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			
<p>W.6.9-10.a 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.</p> <p>OR</p> <p>W.6.11-12.a Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>			
W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			
W.10.9-12.a 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.			

A = Meets almost all standards; Approaching standard(s) not yet met

B = Meets about half of all standards; Approaching standards not yet met

C = Meets less than half of all standards; Approaching standards not met; Possibly not meeting one or two standards

D = Meets only one or two standards; Approaching only one or two standards; Does not meet one or two standards

F = Not approaching or meeting any standards