

Throughout this course we looked at the relationship between books and their movies. We saw how films are more of a product of the time and place of when they were made than a creation of the book that they were based off of. To see this relationship we studied the differences between the books and the movies and what those differences made, the relationship and loyalty that the movie has to the original and finally in the last module we looked at films as popular culture.

In the first module we looked at the difference between the movie and the book, and what that difference made to the story. Charlotte's Web was a perfect study for this because it was a book that most everyone had read and had seen the two movies. Watching both versions, that were made thirty years apart, we were able to see the effect time has on the movie. In this module, I learned that these movies and the changes that happened to the story were made to mold the story to fit the needs of the time that it was written.

In the 2006 version it was apparent that economics of the time brought about change to the story. Fern played more of a role in the movie and with saving Wilber. This is a product of who was playing Fern, Dakota Fanning. At the time of this movie she was a very big star and demanded more of a role in the film. The 2006 version also introduced new characters this was for a two reasons; first to have a wider array of characters to market along with the film and to incorporate into the video game and second the different characters to make the movie appeal to a wider range of people. Heilman in an article about Harry Potter points out that people will like a story better if they can see themselves in the characters from the story. The United States in 2006 was very different than the United States in the 50s from when White first wrote the story.

Changes happened to the story in the movie because of changes in the world that we live in. We now live in a world where Sesame Street needs to have a parental guidance warning because when they rerelease episodes from the 70s some children in those episodes were riding bikes without helmets. This safety cautious world cut down on the fun of E.B. White's rope swing. In the book the rope swing was something of beauty and the movie it was safely forgettable. This new world also had I effects on Charlotte, the movie written a few years after 9/11 has Charlotte saying grace, this was not something that was in the either of the other versions. Finally, both movies had to dedicate time to explain what a runt was, and how the runt would not survive is commentary on how far the movie audience has got away from life on a farm that E.B. White knew.

The second module focused in on how loyal the movie is to the original story. We as viewers have a hard time when the movie deviates from what we see as the original, but this loyalty to the original gets compromised when new technology dictates what type of movie gets made, the "original" book is not as well-known as the movie, and some of the social views had changed from when the book was written.

Both Jumanji and Polar Express were picture books that had been turned into movies a years after the books were released. Picture books brings bring a unique situation when you are creating a move, there is not enough story to take up the whole movie. I learned by looking at the two picture books is that some change is necessary and some change are brought about are a function of what was popular at the time.

As for Jumanji, the movie was created a year after the blockbuster Jurassic Park. Jurassic Park was a movie that relied heavily in special effects and thrills. Jurassic Park also did very

well, making millions of dollars in ticket sales and spin offs. Jumanji hoped to capitalize on the template created by Jurassic Park. The creators of Jumanji the movie kept with the chaos of the book by introducing a lot of special effects, cutting edge special effects, similar to the ones seen in Jurassic Park. This is the same thing that happened with the Polar Express except for with Jumanji that were trying to capitalize of a movie the Polar Express was trying to capitalize on the popularity of video games.

When this movie was being made video games were big. Video games made 11 billion the year that Polar Express came out where movies only made 9 billion. This popularity of video games effected many aspects of the film, the visuals, the narrative and action of the film. This was the first digital captured films giving the same type of graphic found in a video game. The flow of the movie was also written like a video game. Aldred calls it the “digital narrative” where the hero needs to finish a level before going onto the next scene, And finally the thrills on the train ride is much like what you would find in a video game and fit it also played well in an Imax Theater, where the movie made most of its money. Changing the story of a book to fit the latest technology is not only new to our day.

The Wizard of Oz was one of the first movies to use Technicolor. This technology, like most new technologies was expensive; this expense brought two major changes. First, if you have it you should use it, so the colors that were so important in of Baum’s book were changed because ruby slippers and colorful munchkins show better in Technicolor then silver slippers and a monochromatic group of munchkins would. Second, the large cost of this technology leads to the shorting of the story not allowing Dorothy to travel to the four corners of Oz.

I learned from Charlie and the Chocolate Factory that some changes can happen because of changes in social views. For started the Oomph Loompas being from Africa was quickly changed from the original story. Also to deepen the characters in the movie, there back the back stories of their parents were introduced. Violet Beauregard parents turns from what the 70 hated, a used car sales man, to the single pageant mom who is still trying to live out her dreams. In both movies they build suspense by having a fake winner of the final ticket, having the fake winner be from a country that we view as someplace that would try to cheat, South America in the 70s' version and Russia in the newer one.

In module three we looked at the books and film as popular culture. It was made important to see the effects of these movies needs of merchandising had on these movie. One's need to revitalize a slowing business and the other to continue to ride the wave of an already successful book

Disney's The Little Mermaid was based off a story that had been written 200 years before, so understandably changes would be made to the story. The presents of the changes are not what is interesting, it is the changes themselves that are so remarkable. At the time Disney was not doing well and needed a movie that introduced a new character and bring in a new audience to grow up with Disney. Disney's take on what would fill this need, and they were correct, was a character that would fit into our modern day image of a teen girl; she was thin, beautiful, and independent. Catering to our view of a teen girl paid off by restarting Disney's children's movie company.

Harry Potter was the example in the module of a story that stuck close to the original book. Harry Potter books were extremely popular and they movies were trying to cash in on the

books hysteria. They made the movies before the book series had finished making them stick closer to the story or fear losing their audiences before they got started, they had many more movies to make.

Throughout this course it was made clear that movies do not always stay close to the story of the book that they were based off of. These changes are made for numerous reasons but all the changes are effect by the social or historical climate at the time of creation

As you have gathered I teach math. Literacy and writing have not always been in my life, a life that I do not want that for my own children or my students. I know that the better my kids can read the better they will do in all of their subjects, even in mathematics. My intent with this master's degree and this class in particular is to figure out ways to incorporate literacy into all aspects of my teaching, knowing that my views as the teacher influence how my students views and interpretations of literature.

From this course, I now understand that all things created have been created for a reason. The type of spider, the country that the story takes place in, the choice of main character, and the words used where all chosen to tell the story that the author wants to tell, and this knowledge allows me to be more cognizant of what message I am sending to my students

From the work in this class I have a better eye for looking into the deeper meaning of books and movies that could be used in my class. I need to be aware of how aspect of the book and the movie can affect my students. Instead of just viewing these stories as solely entertainment for children, it has me looking into the meaning, behind the story. In my twelve years of teaching I have never been in a classroom that my students were from the same

background as me. This fact highlights the need to make sure that I am giving multiple perspectives through what I present, and not just what resonates with me.

This is also the first class that I have taken, since being in middle school that has talked about the literary elements. The first module and our class discussions have helped me heighten my understanding these elements. I have never taken a class on film, so studying these parts was total new to me. I now have an understanding of movies, and their role in storytelling. How camera angles, music and other effects can be used to have the viewer understand the story the director is trying to tell. This is probably the most useful information that I can take back to my school

Thinking about the social and historical content of books gives me insight into to what story the author is trying to tell. Cultural and historical events have their effect on popular culture. For instance, during the Era of the Cold War there were movies that told a story of an outside force inflicting its influence on life in the United States.

Movies also can be used as historical to give us insight into what life was like during the time when the movie was made. A good example of this is Willy Wonka & the Chocolate Factory (1971). It does not only show us what cultural items looked like back then, but what the styles were, common views of the time and who was the target audience. The book Jurassic Park was released when science started to understand genetics and the movie came out when these scientific practices started to become popular.

Timing of the movie in relationship to the book release give us some insight into the book, knowing that movies like Harry Potter, the Hunger Games, and The Help are made so quickly after the books were publishes give us a glimpse of the books popularity. A quick

turnaround is because the movie makers are trying to cash in on the books popularity, and this is why the Harry Potter movie stuck so close to the books story.

My views and interpretations of book and movies come from my own life experiences. Throughout this whole course I have been reading and talking about the books with my wife. On many occasions we have differed on our interpretations of the text from this course. This difference is because of our life experiences. My wife and I grow up at the same time; we graduated from the high school the same year, joined Peace Corps at the same time. That is where the similarities stop. I grew up in the north, in a big family, in catholic schools, where she grew up in a small town in rural Mississippi. We differ in how we see things, she draws on, or rebels against, her Southern Baptist upbringing and I bring in my loud, big family, sports background into the conversation. When I read or watch movies I see these mediums through my own lens, whether I relies it or not, the discussions or assignments that I bring onto my classroom, my creativity, stem from how and when I was raised. With is in mind I have to be attentive of *my* interpretations of books and movies

My school district has us put a mandatory flex period; it is built in to insure a time to remediate our students. We have used this time to explain the IB program, remediate and extend our lesson. I have found that most of my student's issues in school have come from a lack of reading comprehension, in hope to lessen this problem we have used our flex time for books studies.

One way that I can use the information learned in this course is to looking into author's purpose. I could use The Hobbit, like how we used Charlotte's Web. First read the book, and then watch both movies, the 1970's cartoon and the recently released Peter Jackson version. We

could look at the differences between the three versions and try to decipher the reason behind the changes. Common Core has put an emphasis on argumentative writing and I think it would fit nicely into this exercise. We could even look into the historical context of why the book was written and the parallels to the First World War.

One point of focus for my grade level this year is character building and know that as a teacher I can use my lessons to influence the interpretation of a book. We could have them read Charlotte's Web, and look at the relationships in the book, and have a discussion about character, using Charlotte's Web it to facilitate conversations about character. Looking at Charlotte's web as a character book would be my form of interpretation of this classic.

In reading Harry Potter or any book, I could have my students create a character that is missing from the story. Talk about the need for multicultural, multi-genre books and have them think about what type of person is missing from this story. They could create the character, and tell me how that person would influence the plot, and be perceived by the social group it would represent. With what was shown in this class it is important to make sure that all groups know they have a place in literature.

My role as a leader in learning for my class gives me the opportunity to be another form of interpretation for any book. So, there are many more things that my grade level could do with novels and movies during his time. All of these reading activities would help all of my students be savvier consumers of literature and movies while helping them with their reading comprehension. I can see these activities translating in to my math class by helping them focus on the intent of mathematical story problems