Unit 6: Screen Writing - A New Mode

Content Area: **Language Arts Literacy**
Course(s): **Creative Writing 2**
Time Period: **September**
Length: **6 weeks**
Status: **Published**

Enduring Understandings

Screen writing forces the writer to think more visually, which helps the writer show, not tell.

Screen writing is, in many ways, a more active form of narrative writing.

Because it relies heavily on dialogue, screen writing will improve the writer's prose.

The connection between screenplay and film is completed by the interpretation of the director.

Essential Questions

How can screen writing help the writer think more visually, and thus show not tell?

How is screen writing a more active experience than prose writing, and how can this difference benefit the writer?

How can screen writing help the writer improve their dialogue?

How is the screenplay an incomplete art?

Content

Student generated material

Excerpts from the screenplay for *Eternal Sunshine of the Spotless Mind* by Charlie Kaufman

Eternal Sunshine of the Spotless Mind, a film by Michel Gondry

Skills

Identify method of screen writing in model and apply methods in own writing.

Write a six scene screenplay.

Compare the screenplay and film versions of *Eternal Sunshine of the Spotless Mind* and discuss differences.

Resources

Excerpts from the screenplay for *Eternal Sunshine of the Spotless Mind* by Charlie Kaufman

Student Writing Journals

Chromebooks

Google Classroom

Standards

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

b. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

c. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the

experiences, events, setting, and/or characters.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)