


# LESSON GUIDE FOR CAPTIONED FILMS

## A Training and Utilization Guide



DE PAUL EDITION  
1968



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## FOREWORD

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This guide book, the first of a series, was prepared by teachers of the deaf for use in conjunction with captioned films. It is designated as the De Paul outline to indicate the meeting place of the writers at the De Paul University, Chicago.

Even a good film can lose much of its effectiveness if not used properly... When films are not integrated with the curriculum, students are encouraged to transfer to educational films the passive attitudes developed toward entertainment films.<sup>1</sup>

This outline is intended to help avoid that and other pitfalls inherent in the use of films as teaching tools.

It goes without saying that the outlines do not present the only way to teach with these films. It is the expressed hope of the writers that the guides may help busy teachers to save time and to develop their own plans designed more specifically for the needs of a particular class.

Since films speak in more than one language—pictorial as well as verbal—they do not lend themselves as readily as books do to categorization by grade level. Some films may be useful all the way from primary to college. In this guide, three classifications are used—primary, intermediate and advanced. In the final analysis, however, these designations must be taken with caution. Previewing by the teacher will be the most effective means of determining the suitability of a film for a particular class.

If the student is to derive maximum benefit from visual media, four basic conditions must be met:

1. He must be motivated. In other words, he must want something.
2. The learner must observe. He must notice something.
3. He must react. He must do something mentally or verbally or both.
4. He must get something he wants, thus reinforcing the learning. If the learning has been well designed, what the student gets will be in harmony with the objective that motivated him in the first place.

In general, the outlines presented here follow the basic format, and are believed to be in harmony with sound learning principles. In making them available to classroom teachers, the publishers express appreciation to the many individuals who contributed with the hope that deaf students throughout the nation will be beneficiaries of these pioneer efforts.

THE EDUCATIONAL MEDIA CORPORATION

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<sup>1</sup> "Graphic Communication and the Crisis in Education,"  
Audio-Visual Communication Review, Vol. 5, No. 3  
Washington, D.C. 1957.

# OUTLINE OF STUDY GUIDE

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- I. Film Summary  
(short explanation of film content)
  
- II. Purpose of the Film  
(objectives, etc.)
  
- III. Preparation for Film
  - A. Teacher Preparation
    - 1. Preview film
    - 2. Read captioned script
  
  - B. Pupil Preparation
    - 1. Explanation (if necessary) of film (background)
    - 2. Suggested reading to precede film
    - 3. Development of vocabulary and language concepts
    - 4. Things to watch for in the film
  
- IV. Motivation
  
- V. Follow-up
  - A. Suggested Questions
  - B. Suggested Discussion Topics
  - C. Suggested Activities
  - D. Related Class Activities
  
- VI. Additional Resource Materials

# Sample Guide: *The Adventures of Willie Skunk*

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A Captioned Film for  
Primary Classes

By Arrangement with McGraw-Hill Films

Captioned Films for the Deaf  
U.S. Office of Education  
Washington, D.C.

## I. Film Summary

The film shows a family of skunks and how they live in their natural environment. The baby skunks are seen playing, getting food and being fed by their mother, and protecting themselves from dangers. Included also in the film are two children and how they are careful in observing and approaching the skunks.

## II. Purpose of the Film

- A. To give knowledge of the habits of skunks and stimulate curiosity of other animals' habits.
- B. To stimulate interest in environmental surroundings.
- C. To develop the concept of caution in observing and handling wild animals.
- D. To motivate children in expression in the language arts and social studies.

## III. Preparation for Film

### A. Teacher Preparation

1. Preview the film and study guide.
2. Assemble pictures, books, and other related material on wild life and pets.
3. Become familiar with skunks, their environment and habits.

### B. Pupil Preparation

1. Have a general discussion about wild life, animals found in nature. Tell the children the film they will see shows how skunks live.
2. Read books on wild life, including skunks and their habits.
3. Development of vocabulary and language concepts.

#### a. Vocabulary

animals	home	shake	wild
brook	milk	skunk	
bugs	pasture	slow-poke	
cow	pets	smell	
den	proud	squirt	
family	quiet	supper	
farmer	rocks	swim	
frog	safe	tail	

b. Language Concepts	
take _____ for a walk	<u>Expressions</u>
watch carefully	
make a bad smell	“Who’s next?”
_____ in many places	“Let’s go!”
Here come(s) _____.	“Look at me.”
smells	“Watch out.”
over there	“Leave me alone.”
doesn’t like it	“Please hurry.”
in trouble	“I’m going back.”
under his tail	“Late again.”
looking for food	
close to home	

4. Things to watch for in the film.
  - a. The mother and five baby skunks.
  - b. The skunks looking for food.
  - c. The skunks’ home.
  - d. Going to the brook.
  - e. Mother feeding the babies.
  - f. Mother carrying the babies across the water.
  - g. The skunk and the cow.
  - h. The children watching the skunks.
  - i. How the children are careful.
  - j. The skunks back home.

#### IV. Motivation

- A. Make a bulletin board display of wild animals, including skunks.
- B. Bring an animal to class for observation of its characteristics. Compare with a skunk’s appearance.

#### V. Follow-up

- A. Suggested Questions
  1. How many baby skunks did you see?
  2. What foods did they eat?
  3. Where did the skunks live?
  4. The skunks went to the brook. What did they do?
  5. Did the babies drink milk?
  6. What can baby skunks do?
  7. Why did the big cow run away from the little skunk?
  8. The children saw the skunk. Were they careful?
  9. Was the skunk afraid of the children?
  10. Did the mother skunk take care of the babies?

B. Suggested Discussion Topics

1. How do skunks help the farmer?
2. Did you ever see a skunk?
3. How can we be careful with animals?
4. How big is a skunk?
5. How do skunks take care of themselves?
6. Do skunks live near the water? Near the grass? Near the trees? Near the farms? Near our school? Near our house?

C. Suggested Activities

1. Take a field trip with the class. Look for wild life.
2. Visit a zoo; observe the different animals and their surroundings and characteristics.

D. Related Class Activities

1. Write an experience story of the field trip with the class. Have the children draw pictures of what they saw.
2. Let the children rebuild the story in the film with sentence strips to check for story sequence.
3. Bring a pet to school. Discuss and practice careful handling of animals.
4. Make a mural of the skunk's environment found in the film. Out of construction paper, make a skunk family and paste onto the mural.
5. Make clay models of figures seen in the film.
6. Read animal stories.
7. Make a chart of animals and their characteristics, size, color, what they eat, where they live, etc.

VI. Additional Resource Materials

A. Books

1. Gall, Alice C., and Crew, Fleming H. *All the Year Round*. Oxford Press.
2. Gay, Zhenya. *Look*. Viking Press.  
Ipcar, Pahlov Z. *Animals Hide and Seek*. W. R. Scott.
3. Robinson, L. B., and Robinson W. *Picture Book of Wild Animal Babies*. Macmillan.
4. Lindman, Maj J. *Snipp, Snapp, Snurr, and the Big Farm*. Whitman.
5. Lenski, Lois. *We Live in the Country*. Lippincott.

B. Filmstrips

1. *Animal Stories*, McGraw-Hill.
2. *Snipp, Snapp, Snurr Series*, McGraw-Hill.
3. *We Take a Trip Series*, McGraw-Hill.
4. *The Children's Zoo*, Curriculum Films.
5. *Going to the Country*, EBF.
6. *A Ride In the Country*, SVE.
7. *We Take a Trip to the Zoo*, Young America.

C. Films

1. *Two Little Raccoons*, McGraw-Hill.
2. *Adventuring Pups*, McGraw-Hill.
3. *Summer On the Farm*, EBF.
4. *Zoo Animals of Our Storybook*, Coronet.
5. *The Adventures of Two Little Goats*, Coronet.
6. *The Three Billy Goats Gruff*, Weston Woods.
7. *The Grasshopper and the Ant*, Contemporary Films.
8. *Tale of the Groundhogs Shadow*, Coronet.

D. Still Pictures

1. "The Instruction Series, Illustrated Units No. 3." F.A. Owens Publishing Company, Dansville, New York.
2. "Instructo Science Series." Instructo Products Company, Philadelphia, Pennsylvania.
3. "Pets," SP-105, SVE.
4. "Wild Animals," SP-103, SVE.