



'TEACHERS' NOTES

Aimed at primary pupils, the ideas in this study guide are intended as starting points for a Cross-curricular project on the film 'Madeline' at Key Stages 1 and 2. Many curriculum areas are covered although the focus is on Literacy.

The table provided below can be used for planning and record keeping. A special template may be found on the last page of this study guide. Simply photocopy this page to create special children's writing sheets. The activities in this study guide serve as an introduction to the film whilst at the same time meeting some of the requirements of the National Curriculum and Scottish Guidelines.

TABLE FOR PLANNING AND RECORD KEEPING

NATIONAL CURRICULUM GUIDELINES

SCOTTISH GUIDELINES

Madeline'-The Poem

Literacy Text	Y2	Term 1	7,9,10,12	English Language	Reading aloud (LB+)
	Y3	Term 2	11		Writing-Spelling
Literacy Word	Y2+	All terms	Various		Writing-Imaginative
English	KS1/2	AT3	2d		

From Book to Film

Geography	KS1		3e	Understanding People and place	Making and using maps
	KS2		3d		

Parisian Landmarks

English	KS2	AT2	1b(L3+)	English Language	Reading for information.
Geography	KS1		3f	Understanding People & Place	Aspects of built environment (P4+)
	KS2		3e,f		
ICT	KS2		1a,b,2b,c	ICT	Techniques

Impressionist Art

English	KS2	AT2	1b(L3+)	English Language	Reading for information
Art	KS1/2	AT1/2		Art & Design	Observing,reflecting
ICT	KS2		1a,b,2b,c	ICT	describing and responding.
					Investigating visually and recording techniques.

The Narrative

Literacy Text	Y3	Term 2	7	English Language	Reading to reflect on the writer's ideas and craft.
		Term 3	1,8		Writing - functional. (LC+)
	Y5	Term 3	2		
	Y6	Term 1	8		
English	KS2	AT2/3	(L2+)		

Similes

Literacy Text	Y4	Term 2		English Language	Writing-knowledge about language (LD+)
English	KS2	AT3	3b(L4)		

SYNOPSIS

The indomitable Madeline and her eleven friends live at a school run by Miss Clavel in an old house in Paris. The smallest of all the girls, Madeline is also the most adventurous. She matches wits with Pepito, the devilish son of the Spanish Ambassador who moves in next door. The future of the school is in jeopardy when Lord Covington abruptly decides to sell the old house. Meanwhile Madeline discovers Pepito's shifty tutor Leopold's plot to kidnap Pepito and hold him to ransom. It is up to the feisty Madeline to save the day...

'MADELINE' - THE POEM

In an old house in Paris
that was covered in vines
lived twelve little girls in two straight lines.
In two straight lines they broke their bread
and brushed their teeth
and went to bed.
They smiled at the good
and frowned at the bad
and sometimes they were very sad
They left the house at half past nine
in two straight lines
in rain
or shine -
the smallest one was Madeline.
She was not afraid of mice -
she loved winter, snow and ice.
To the tiger in the zoo
Madeline just said, "Pooh-pooh," and nobody knew so well
how to frighten Miss Clavel.

MADELINE' - THE POEM



The lines that we hear being spoken at the beginning of the film (the OPENING SEQUENCE) and the drawings that we see are taken from the book 'Madeline' from which the film is adapted.

TASK 1

Spend time reading through the poem as a class. You could each say a line in turn or chant it altogether. Try and learn the poem off by heart and put actions to it. Perform this for the rest of the class in groups.

TASK 2

Look carefully at the poem again. Try to find all the pairs of words that rhyme at the end of sentences. Write these down in the table on page 5 in the first column (Rhyming Words in Poem) - the first one has been done for you - VINES and LINES.

Next, try to think of other words that rhyme with the words you have written down e.g. MINES. These should be written down in the second column (My Rhyming Words).

In the last column (Letter Pattern) write down the words' LETTER PATTERN - the part that is the same in both words - e.g. for VINES and LINES the letter pattern would be INE(S).

Some letter patterns will be more difficult than others since although some words might SOUND the same, they may not be WRITTEN in the same way. For example, the words LIGHT and KITE rhyme but their letter patterns are different - IGH T and ITE. If any rhyming words have chosen from the poem do not seem to have a letter pattern, try and write down the parts of the words that SOUND the same.

EXTENSION

Go through the poem as a class again - paying attention to those lines that rhyme. Try and replace some of the sentences in the poem with different sentences. They should still rhyme and relate to the story of Madeline. Columbia TriStar (the company in charge of the film) tried this themselves. Their version of the poem is shown below as an example:

In an old house in Paris all covered with vines

Twelve little girls were learning their lines

For the film of the children's book sensation

Beloved by readers of three generations.

As Miss Clavel, FRANCES McDORMAND glides with grace

And NIGEL HAWTHORNE is the villainous Lord 'Cucuface'.

And as the smallest one in rain or shine

HATTY JONES is the fearless Madeline.



RHYMING WORDS in Poem

Example: vines/lines

My Rhyming Words

mines

Letter Pattern

ine(s)

FROM BOOK TO FILM

The adaptation process from the book to the big screen is very complicated and can take a long time. Here we will go through the process starting with the book itself...

THE AUTHOR

Ludwig Bemelmans wrote six books all about the adventures of Madeline and also drew the beautiful illustrations seen in each book. He was born over a hundred years ago in 1898 and (died) in 1962. The first book in the Madeline series appeared in 1939. Since then over ten million copies of the Madeline books have been sold around the world and even more are sure to be sold after the film is released.

THE FILMMAKERS

The producers of the film had to buy the 'rights' for the books from Ludwig Bemelmans' family after his death. This meant that they now had permission to make a film of the book. They bought the rights in 1985 - so it has taken thirteen years to get from the LUDWIG BEMELMANS book to the film!

THE SCRIPT

Scriptwriters combined elements from four of the Madeline books - see page 10 for more details. They had to change the words in the books into a filmable form for filmmakers to work on.

THE SETS

As the Madeline books are set in Paris, the filmmakers had to look for suitable places to film scenes in this area. They had to make sure that the places they

found looked the same as the drawings in the books. A house that looked the same as Madeline's school in the 1900s was found in a small village after a six week search when thousands of houses were looked at.

The inside scenes were not filmed in the house but were filmed in specially built sets at a studio near Paris.

Permission also had to be obtained to film around Paris showing the landmarks on page 8 - do you recognise them?

TASK

Look for Paris on a map. How far away is Paris from where you live? What areas would you have to travel through to get there?



THE DESIGN

The look the filmmakers wanted was very bright and colourful - they really liked the film 'Willy Wonka & the Chocolate Factory' based on the Roald Dahl book and wanted their film to be as colourful. Have you seen it? The filmmakers decided to set the film in the year 1956 since the clothes and cars of this time fit the colourful look the filmmakers wanted. This meant that costume designers were kept busy recreating clothes that would have been worn in this year.

THE STARS

4,000 girls were auditioned from all over the world for the roles of Madeline and her school friends. As well as having to look like the drawings of Madeline in the books, the girl who played Madeline had to be between the ages of 9-11 and be the 'shortest of them all'! Luckily Hatty Jones the girl who landed the part fitted all these requirements!

AND ACTION!

The filming began in September 1997 and went on for twelve weeks around France.

PARISIAN LANDMARKS

The following places are seen in the film when the children are walking around Paris. Do you recognise them? Write their names in the spaces below/next to each picture. You may even have been lucky enough to visit them yourself!

Try and find out as much as you can about one of these places. Look in your library in research books or look on the Internet (get your teacher's permission first). Try find out the following: and When was the building built? What was it made for? How old is it?

IMPRESSIONIST ART

The artists that we see in the film painting pictures by the River Seine in Paris seem to be influenced by the IMPRESSIONISTS. They are painting pictures of buildings but they are hardly recognisable with their odd shapes and bright colours.



WHAT IS IMPRESSIONIST ART?

This form of art began in the 1860s in Paris when artists such as Monet and Renoir began to move away from traditional ways of painting.

Impressionist artists would paint a subject on the spot rather than carefully building up a painting in a studio. They were interested in looking at the effect of light and colour on objects - in painting their immediate 'impression'. Impressionists often painted scenes outdoors that celebrated light and atmosphere. They liked painting water so the River Seine was a favourite painting place.

TASK 1

Try to find examples of impressionist art. Look in the library or on the internet.

TASK 2

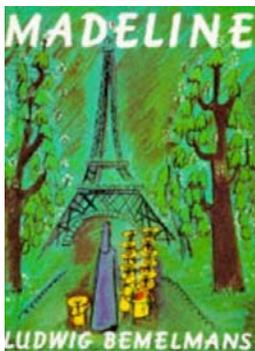
Try and create your own pieces of 'Impressionist' artwork. Try painting an object or an outside scene in an 'Impressionist' style - do not just paint what you see - improvise and let your imagination run riot!

THE NARRATIVE

The ideas for the film were taken from not just one but four books from the Madeline series! Therefore words of the film producer "It didn't have a beginning, middle and end. It had four beginnings, middles and ends!"

The difficulty for the scriptwriters was to make the script read fluently and not as if the books have just been mixed together.

The four books from which the film was adapted are:

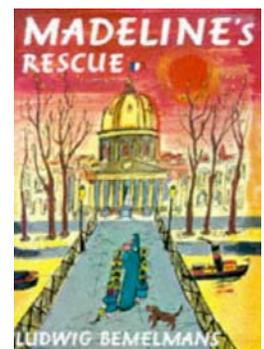


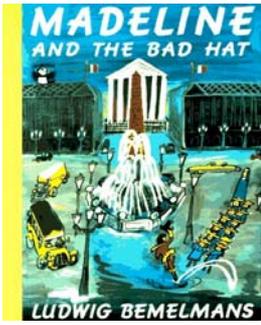
MADELINE

Ludwig Bemelmans' first story about a little girl named Madeline. In this tale, our heroine, the smallest of twelve young girls in a Paris boarding school is faced with an attack of appendicitis.

MADELINE'S RESCUE

Madeline and the rest of the girls from Miss Clavel's class go on an adventure through scenic Paris and adopt a four-legged friend in the process



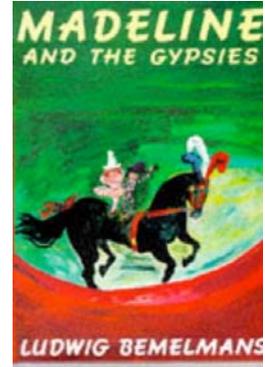


MADELINE AND THE BAD HAT

Madeline and her schoolmates encounter a mischievous new neighbour to their Paris boarding house who happens to be the son of the Spanish Ambassador.

MADELINE AND THE GYPSIES

Madeline and Pepito, the Spanish ambassador's son, get lost during a storm and stumble upon a band of gypsies who take them on an adventurous journey on the road.



TASK 1

If you have copies of the Madeline books in your classroom or library, read them through. (They should not take you too long to read.)

- Which parts do you recognise from the film?
- Which parts of the books did the filmmakers choose not to include? Why, do you think this was?

TASK 2

Try and break the film of 'Madeline' down into sentences that describe the most important parts of the film. You should end up with anywhere between 8-20 sentences. You could start with the sentence:

This is the story of Madeline and her friends who live in a school in Paris with their teacher Miss Clavel.

Once you have finished, compare your sentences with a class mate's - did you both pick the same parts of the story to write about?

EXTENSION

The short paragraphs used to describe each book on page 6 are called synopses. Can you write your own synopsis for the film 'Madeline' in no more than fifty words? Try and describe the most important bits - not forgetting the characters and don't give the ending away!

SIMILES

The script extract in the box below is taken from a scene in the film *Madeline*':

Schoolgirl	“Madeline is burning up!”
Chantal	“Should we call the fire brigade?”
Miss Clavel	“No it is only a METAPHOR.”
Schoolgirl	“What like – as thick as a plank?”
Miss Clavel	“No that is a SIMILE.”

A SIMILE likens something to something else - for example - as (deaf as a post, he eats like a horse. By using the words like or as to show how two different things are similar, we are making a simile.

TASK

Make up your own similes to describe the characters below.

You may want to make up similes for other characters shown in the film.



Pepito



Lord Covington



Madeline



Miss Clavel