*Spellbound*, Jeffrey Blitz, dir. 2004.

Spellbound is a documentary that focuses on five different students who dream of winning the national spelling bee. As you watch the film, **watch like a writer**. Respond to the film with the active reading strategies we have been discussing. Note how the filmmakers convey setting, how they convey character, what shots they use, what kinds of questions the people in the film seem to be responding to.

Notice what engages you, what other questions you have, what else you’d like to know, what the filmmakers left out, etc. Be observant, active, and curious about the filmmakers’ purpose in making the film and what you think they wanted you to take away.

In addition to taking active watching notes, write down descriptions, dialogue snippets, phrases, and ideas you could “steal” or change or imitate or combine or pervert or mold into something new or different. Color outside the box here.

At the end of the movie, you should have at least **ONE PAGE** of **quality** active watching notes and at least **TEN** ideas, snippets, descriptions, etc. you could use as prompts or ideas for your own writing. Make sure you write your snippets in your “gathering place” in your journal.

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**Sample: Snippets:**

“Alright, I’m starting over.”

“Eight American who, one spring, set out to win the national spelling bee.” –first line

“He’s a *real* reliable Mexican.”

“She don’t have to hear somethin’ but one time.”

Ding, ding, ding, ding.

Wrong, wrong, wrong, wrong.

c-r-o-c-o-d-i-l-i-a-n.

“We have a champion.”

Perryton, Texas

“royal send out”

“I never cry for being happy.”

“This is what he came here for.” --use this for the closing?

Spelling words (easier rounds)

Extenuate, bludgeon, interrogatory, crocodilian, iridescent.

Description of kids:

Braces

Brown eyes

Pimples

Brown hair bowl cut

mutterer