

Lights, Camera, FILM Literacy!
Lesson Plan #1

Topics:

Welcome
Journal Writing
Camcorder Basics
Filmed Interviews
Conjecture...How Movies Got their Start

Outcomes:

Students will follow organizational procedures.
Students will see and hear applicable vocabulary.
Students will introduce themselves to classmates via a video recording.
Students will operate a video camera.
Students will develop and film an interview of a fictitious early film expert.
Students will guess which information is factual and which is fiction.

Materials:

Writing journals
Camcorder
Tripod
LCD projector
Chart paper
Post-its
Individual student pocket folders

HANDOUTS: Interview Planning sheet
Fact vs Fiction

New Vocabulary: *(Teachers create a word wall with words in this manual.*

Word are added each day, so that students may refer to the words throughout the course.)
camcorder, LCD projector, composition, close-up, extreme close-up, sound level, production, rough cut

Sequence of Events:

I. Welcome and Organizational Items (30)

Name tags, ground rules, bathroom, question bin

II. Journal Writing (25)

1. Review ground rules for journals:

Emphasis on content

Not graded

Not revised

Not read aloud in class

Teachers will read (Teacher should respond students' entries, so that each student receives written content feedback each week.)

2. Put names on outside of journals.

3. Today's Prompt #1 :

What is the oldest movie you've ever seen?

How was it different from movies made today?

4. Collect journals and keep in a visible spot, so that each day when students arrive, they get their journal and respond to the prompt on the board without being directed to do so.

III. Camcorder Basics (30)

1. Determine random groups of four. Each group member should become # 1, #2, #3, or #4.
2. Show the class how to carefully take the **CAMCORDER** out of its case.
3. Tell them that #1's are to come get a case and repeat what you just did.
4. Show how to label a dv-tape or memory card and to put the tape's case in the camera case as a holding place while the tape is in use. Tell #2's to do this.

5. Show how to put the tape or memory card in the camera.
Tell #3's to do this.

6. Show #4's the main controls of the camera.
#4 sets up the camera with these controls.

IV. Using the Camera for Introductions (45)

1. #1 films #2 who states:
 - a) full name
 - b) their hopes/expectations for this course
 - c) prior filming experiences
2. Camera is passed to #2 to film #3 and so on...
...until everyone has been filmed.
3. In turn, #2's in each group bring their camcorders to connect to an **LCD PROJECTOR** and shows the introductions of their group members.
4. Discuss differences in how the introductions were shot regarding **COMPOSITION, CLOSE-UP VS. EXTREME CLOSE-UP, SOUND LEVEL...** Tell students that each time the class watches a **PRODUCTION**, even **ROUGH CUTS**, there will be time for analyzing and critiquing, so that everyone can learn from what they've seen and improve their filmmaking techniques.

V. How Students Think Movies Got Started (55)

1. Ask students to imagine a world without movies. Direct each student to write three words to describe a world without movies, post these on the board, and review together.
2. Direct groups to produce a video of a television interview (Any editing is done by re-taping. **NO** use of computers at this time.) of a fictitious renowned professor explaining how movies got started. No research is allowed. Students use background knowledge and imagination only.

HANDOUT: Interview Planning Sheet

3. Watch the videos together. Students record any information mentioned that they think is factual and store these in their folders for later review.

HANDOUT: Fact vs Fiction

VI. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What are your reactions to today's filming?

2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned that day. Make sure to clear up any misconceptions.