

# Lights, Camera, FILM Literacy!

Lesson Plan #4

## Topics:

**Journal Writing**  
**The Earliest Film**  
**Framing and Composition**  
**Creating 50-Second Black & White Silent films**

## Outcomes:

Students will follow organizational procedures.  
Students will see and hear applicable vocabulary.  
Students will state contributors to early film.  
Students will examine a piece of film.  
Students will discuss the contributions of Muybridge, Dickson, and the Lumiere Brothers.  
Students will examine the framing and composition of the earliest films.  
Students will compare Edison's kinoscope productions with the films of the Lumiere Brothers.  
Students will follow written directions to create 50-second films in the styles of the kinoscope and the Lumiere Brothers.

## Materials:

Writing journals  
LCD projector  
Camcorders  
Tripods  
MacBooks  
Chart paper  
Post-its  
Individual student pocket folders  
Film pieces (cut from discarded educational films within the district)

HANDOUTS: How Movies Got Their Start III (Photography + Moving Image Machines = Movies)  
Edison and Lumiere: Venn Diagram comparison

## BOOKS: *EYEWITNESS BOOK: FILM*

*Dictionary of Prefixes, Suffixes, and Root Words* (available as a free download at <http://www.scribd.com/doc/240281/MerriamWebsters-a-Dictionary-of-Prefixes-Suffixes-And-Combining-Forms>)

**New Vocabulary:** zoopraxiscope, mutoscope, kinoscope, framing, composition

## Sequence of Events:

### I. Journal Writing (15)

Prompt:

**How has your thinking about moving images changed  
Since the first day of this class?**

### II. Photography + Moving Image Machines = Movies (20)

1. Direct students to work alone or with others to fill in answers on the handout, which will then be used as a guide.

HANDOUT: How Movies Got Their Start, Section III

(Photography + Moving Image Machines = Movies)

2. Review the first three answers on the worksheet. Ask students to note the machines' names:

**ZOOPRAXISCOPE, MUTOSCOPE, KINETOSCOPE**

Ask **what** these words have in common. (*the last syllable "scope"*)

Have students guess what the syllable "**scope**" means and check in the *Dictionary of Prefixes, Suffixes, and Root Words* or other dictionary.

### III. The Kinetoscope (20)

1. Give each student a 4-inch piece of 16 mm movie film. Note and discuss individual frames and sprocket holes. Provide magnifying glasses, if possible.
2. Show four of Edison's kinetoscope films (*no sound or music*).

<http://www.youtube.com/watch?v=rQk5RftSdF8>

Tell students these were made in 1894-1896:

- 1) "**The Kiss**" was considered scandalous at the time. It is the very first moving image kiss ever.
- 2) "**Serpentine Dances**" shows color due to individuals handpainting each individual film frame.
- 3) "Sandow" (the strongman)
- 4) "Glenroy Brothers" (comical boxing)

3. Discuss the **FRAMING** and **COMPOSITION** of each.  
(centered full body shots on most, camera on tripod, camera doesn't move a, no edits)

*Point out to students that these kinetoscopes were the only way the public could view celebrities "in action" without seeing them in person. Remind students of the 50-second length to avoid the heat of the projector causing combustion of the film.*

#### IV. The Lumiere Brothers (20)

1. Review answer #4 on "How Movies Got Their Start III."
2. Show the Lumiere Brothers' earliest films (*no sound or music*) and discuss.

<http://www.youtube.com/watch?v=4nj0vEO4Q6s>

*(Explain that the earliest films sometimes look speeded up due to the experimentation with the number of frames per second, both with shooting and projecting the footage. 24 frames per second was established as the most natural illusion of movement and remains the film standard today.)*

3. Discuss the framing and composition of the first Lumiere films (without added music).

#### V. Comparing Edison and the Lumiere Brothers (110)

1. Direct groups to complete the Venn diagram that compares the productions of Edison and the Lumiere Brothers. Review the answers as a class.
2. Tell students that their groups are going to create two 50-second films. One film will look as if it could be part of Edison's kinetoscope collection and the other should look as if it is part of the Lumiere Brothers' collection. Tell them to use edit on the computer and add the "aged film" visual effect for black and white and an older look. No music nor sound of any kind should be included.

*(In each group, try to include at least one student who already knows how to use editing software, either through home use or by having taken the "Lights, Camera, Literacy!" course.)*

3. Groups that finish early might view additional Edison and Lumiere films or explore materials from the last session.
4. As a class, view the group films and after each, have the other students state whether it reflects the style of Edison's kinetoscopes or the movies of the Lumiere Brothers.

## VI. Reflection (15)

1. Direct students to the hanging chart paper labeled:

**What do you think the Edison kinetoscopes and the films of the Lumiere Brothers have in common?**

2. Hand out Post-its on which students write and post.
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.