

Lights, Camera, FILM Literacy!  
Lesson Plan #11

**Topics:**

**Journal Writing**  
**Sound and Talkies**  
**The LCL! 3x3 Story Path**  
***SINGING IN THE RAIN***

**Outcomes:**

Students will follow organizational procedures.  
Students will see and hear applicable vocabulary.  
Students will examine The LCL! 3x3 Story Path.  
Students will identify issues caused by the transition from silent pictures to talkies.  
Students will analyze ***SINGING IN THE RAIN***.  
Students will apply the LCL! 3x3 Story Path to ***SINGING IN THE RAIN***.

**Materials:**

Writing journals  
Post-it notes  
Chart Paper

HANDOUTS: LCL! 3x3 Story Path

DVD's: ***SINGING IN THE RAIN***

**New Vocabulary:** Vitaphone, Movietone, soundtrack, persona, transition, talkies, classic, vanity, flashback

## Sequence of Events:

### I. Journal Activity (15)

Prompt:

**Why do you think THE POOR LITTLE RICH GIRL was Mary Pickford's most popular film in 1917?**

### II. Sound in Film (20)

1. Tell students...

**"Ten years later in 1927 movie companies tried ways of bringing sound to their movies...**

**Fox Film Corporation's movie *SUNRISE*, used the MOVIEPHONE system of adding SOUNDTRACK to film, which most movies still use today.**

**Warner Brothers' *THE JAZZ SINGER* used the VITAPHONE, a synchronized sound disk, with pre-recorded musical numbers to accompany the silent film. There was only one bit of dialogue included... an adlib by the star Al Jolson ('You ain't heard nothin' yet.').**

**A number of silent movie stars lost their careers when their voices didn't match their onscreen PERSONA.**

2. Ask students what other issues might have been presented to filmmakers just starting to make **TALKIES**.

### III. The LCL! 3x3 Story Path (30)

1. Tell students...

**"In order to better understand this TRANSITION into TALKIES, we will watch a classic film created twenty-five years later that depicts this earlier era." (Stress that they will be watching a film produced many years later, out of sequence with the other films in this course. Remind them that when filmmakers create an historical film, much research is done to represent that time and place in history, but viewers must keep in mind that this is an interpretation by the filmmakers and could contain inaccuracies. )**

"The film you are about to see is considered a **CLASSIC**, as it is enjoyed today much as it was when it was first released. One of the reasons for this is that the story is carefully designed and can be traced along the **LCL! 3x3 Story Path**." (*The LCL! 3x3 Story Path is taught in depth in the Lights, Camera, Literacy! course and for some students this will be a review.*)

#### HANDOUT: The LCL! 3x3 Story Path

2. Tell students that many enjoyable stories from very different times and cultures follow a similar story pattern and that one way to think about this story pattern is to use the LCL! 3x3 Story Path.
3. Discuss the LCL! 3x3 Story Path briefly...
  - 1) There are three acts with three steps each.
  - 2) There are things the main character says, thinks, or shows in the second step of each act:  
Act I: "Don't make me go on this journey."  
Act II: "Life will never be the same."  
Act III: "I'm back and I have changed."
  - 3) There are 3 increasingly difficult obstacles in Act II.

#### IV. SINGING IN THE RAIN (120)

1. Tell students that the LCL! 3x3 Story Path will be a guide through the movie *SINGING IN THE RAIN* and that you will be stopping the movie for discussion after each of the nine steps listed. Mention that Gene Kelly, the lead actor, put a 15-minute VANITY dance number into the film. This dance is not at all necessary to the story and in fact, pulls viewers out of the story, so this dance number will be skipped and not viewed in class.
2. Students keep the LCL! Story Path on their desk as they watch the film. Stop to point out each of the nine steps as indicated on the accompanying LCL! 3x3 film guide.

DVD: *SINGING IN THE RAIN*

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

**What did you learn about the problems caused by the switch from silent films to talkies?**

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.