

Lights, Camera, FILM Literacy!

Lesson Plan #13

Topics:

Journal Writing
Adding Genre Characteristics to Film
Creating a Talkie
Critiquing Talkies
Act I Production

Outcomes:

Students will follow organizational procedures.
Students will see and hear applicable vocabulary.
Students will apply genre characteristics to their productions.
Students will add dialogue to their productions.
Students will complete the three stages of production for their talkie.
Students will critique other talkies.

Materials:

Writing journals
Camcorders
Tripods
Computers
Post-it notes
Chart Paper

Handouts: The LCL! 3x3 Story Path (already in student folders)
The LCL! 3x3 Story Path - Act I Planning Sheet

New Vocabulary: *(no new words)*

Sequence of Events:

I. Journal Activity (15)

Prompt:

What are your three favorite movie genres and why?

II. The Production Process: Adding Dialogue and Genre Characteristics (130)

1. Students retrieve their LCL! 3x3 Story Paths from their folders. Remind students of the first pages of *King Kong* and tell them that those pages set up the "Usual Life" of the main character...the part before the inciting incident that sets the main character on the story path.
2. Ask students if they can they identify the LCL! 3x3 step for their own films thus far... Which step(s) have they already completed? (*For most...Act I, the first step..."inciting incident."*) Tell students that they will need to create an opening scene that precedes their inciting incident and shows their main character's usual world. They will also need to think about how they might show (if they haven't already) the reluctance of their character and finally, they will need to show how a mentor helps the character make the transition to new surroundings.
3. Each group summarizes the steps on the Act I Planning Sheet, which should be turned in for review.

HANDOUT: The LCL! 3x3 Story Path - Act I Planning Sheet

4. Students complete pre-production of their Act I by adding these additional scenes to their existing script and then storyboarding.
5. Groups then film and edit these scenes.

III. Critiquing the Talkies: Act I (40)

1. Remind students of the critiquing standards.

2. View films in turn and afterward, the other students say what worked and what could be improved and how.

IV. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What did you learn, as a filmmaker, about the differences between making a silent film and making a talkie?

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.**