Lights, Camera, FILM Literacy!
Lesson Plan #15

Topics:	**Journal Writing** **Three Levels of Film** **Genre Elements** **"The Magic Three"** **Production Process**

Outcomes:

Students will follow organizational procedures.

Students will see and hear applicable vocabulary.

Students will discuss *KING KONG* on three film levels: literary, dramatic, and cinematic.

Students will read the first five pages of *IT HAPPENED ONE NIGHT* and locate genre characteristics from which they will infer the genre of this film.

Students will identify "THE MAGIC THREE" used in simple stories.

Students will brainstorm three obstacles for their main character.

Students will work on the production process of Act II of their films.

Materials:

Writing journals

Camcorder

Tripod

Computers

Post-it notes

Chart Paper

Handouts: First five pages of *IT HAPPENED ONE NIGHT*

    LCL! 3x3 Story Path *(in student folders)*

    LCL! 3x3 Story Path – Act II Planning Sheet

    *S*toryboard

New Vocabulary: "The Magic Three"

Sequence of Events:

I. <u>Journal Activity (15)</u>

    Prompt:

        How do you feel about the movie *KING KONG?*

II. <u>*KING KONG* and Three Levels of Film (15)</u>

    1. Discuss the film from the literary, dramatic, and cinematic viewpoints.

    2. Ask students to share what filmmaking decisions they might have made to create an even better film in 1933.

III. <u>Recognizing Genre Elements in a Script (35)</u>

    1. Tell students that they are going to be looking for genre characteristics in the script of another classic movie…one of the few films to win an "Academy Awards Grand Slam" (Oscars awards for best picture, best screenplay, best director, best leading actress, best leading actor).

    2. Give students the first five transcript pages for the film ***It Happened One Night.*** (If anyone knows this movie, ask that they not give away its genre.)

    HANDOUT: First five pages of *IT HAPPENED ONE NIGHT*

    3. Tell students that as a class, they are going to read through these five pages. **The teacher (!)** should be narrator and students should only take the speaking parts.

    VERY important to keep the momentum of the story going! Use lots of expression to keep students interest and to model how pacing and intonation can involve an audience.

    Tell students to visualize the movie on a screen in their mind as the pages are read aloud and to be looking for characteristics of a genre. When they find one, they should raise their hand.

4. When a hand is raised, stop the reading and list the characteristic and the genre it supports. By the end of the five pages, see if students feel they have enough support to make an inference about the genre of this film.

    (Romantic Comedy: Dialogue consists of short barbs back and forth. Exaggerated situations. Humorous choice of words, such as "vittles" "gorillas" "idiot." People in love with obstacles in the way.)

    Promise students they will be seeing this movie, but first they must get back to their own filmmaking.

IV. Adding Obstacles for the Main Character (120)

1. Refer students to their LCL! 3x3 Story Paths. Point out that they have completed Act I.

    HANDOUT: LCL! 3x3 Story Path (in student folders)

    Tell students that their groups will now be thinking up three obstacles for their main character to overcome in their films.

    Point out that the **"MAGIC THREE"** is used in most satisfying stories. Ask students for examples. ("Three Bears" "Three Wishes")

2. Allow time for each group to brainstorm obstacles and to choose the three obstacles that their character will encounter.

3. These three obstacles should be written in easiest-to-hardest sequence on their Act II Planning Sheet.

    HANDOUT: LCL! 3x3 Story Path Act II Planning Sheet

4. Students continue with pre-production of Act II. When pre-production work (Act II planning sheet, script, storyboard, shot list) for their first obstacle is approved, students get equipment to film and then edit their scenes.

V. <u>Reflection</u> (15)

    1. Direct students to the hanging chart paper labeled:

      What did you learn about "The Magic Three" in storytelling?

    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.