

Lights, Camera, FILM Literacy!
Lesson Plan #17

Topics:

**Journal Writing
Additional Camera Shots
Production
Act II**

Outcomes:

Students will follow organizational procedures.
Students will see and hear applicable vocabulary.
Students will analyze the camera shots in *IT HAPPENED ONE NIGHT*.
Students will work on the production process of Act II of their films.

Materials:

Writing journals
Camcorders
Tripods
Computers
Post-it notes
Chart Paper

HANDOUTS: Camera Shots (in students' folders from session #7)
LCL! 3x3 Story Path Planning Sheet Act II (in students' folders)
Storyboard

New Vocabulary: *(no new words)*

Sequence of Events:

I. Journal Activity (15)

Prompt:

Why do you think *IT HAPPENED ONE NIGHT* was able to win the "Grand Slam" at the Oscars?

II. Camera Shots: It Happened One Night (15)

1. Students retrieve their "Camera Shots" handout. Review each shot as you ask students whether or not that shot was used in *IT HAPPENED ONE NIGHT*. (*All shots were used.*)

HANDOUT: Camera Shots (in students' folders from Session #7)

2. Discuss how these camera shots assisted the filmmaker in telling the story.
3. Tell students that in their own filmmaking, they may now use any of the camera shots in their productions.

III. Adding Obstacles for the Main Character (110)

1. Refer students to the LCL! 3x3 Story Path. Point out that they have added one obstacle to their story and should continue with the next obstacle.
2. Each group moves into pre-production and completes the storyboard, script, and shot list for the second obstacle.
3. When these are approved, groups move into filming and editing their scenes.

IV. Critiquing the New Scenes (45)

1. Remind students of the critique format. Direct them to focus mainly on the story structure and the use of additional camera shots as they view other groups' films.
2. View films in turn and afterward have students say what worked and what could be improved and how.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

**What did you learn as you added more camera shots
and obstacles into your production?**

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.