

Lights, Camera, FILM Literacy!

Lesson Plan #26

Topics:

Journal Writing
Adaptation Scripts
Documentary vs Narrative Film
Creating a Documentary Film

Outcomes:

Students will follow organizational procedures.
Students will see and hear applicable vocabulary.
Students will compare a documentary about a film to the narrative version of the film.
Students will examine a documentary planning script to a documentary transcript.
Students will begin the process of creating a documentary.

Materials:

Writing journals
Post-it notes
WIZARD OF OZ...five scripts (download from www.imsdb.com)
THE PRINCESS BRIDE...five scripts (download from www.weeklyscript.com)
Camcorders
Tripods
Computers

HANDOUTS: Watching a Documentary Film (Transcript attached)
Lights, Camera, Literacy! Planning Script
Creating a Documentary Film

DVD: "*As You Wish*" documentary (bonus feature on *THE PRINCESS BRIDE* dvd)
LIGHTS, CAMERA, LITERACY! documentary (MCPS *Cover to Cover* dvd 09/07 iTV archive)

New Vocabulary: documentary, transcript, b-roll

Sequence of Events:

I. Journal Activity (15)

Prompt:

What are your reactions to the film *THE PRINCESS BRIDE*?

II. Adaptation Scripts (15)

1. As a class, compare the bookends used as the opening and closing of *THE PRINCESS BRIDE* with the bookends used in *THE WIZARD OF OZ*.
2. Show students that you have a few copies of the screenplays for both films:

THE WIZARD OF OZ free download: www.imsdb.com

THE PRINCESS BRIDE free download: www.imsdb.com

Indicate where these and the book *THE PRINCESS BRIDE* will be stored so that students may read these when they have completed other class tasks.

III. Narrative vs Documentary (40)

1. Tell students that you will not be reading the book *THE PRINCESS BRIDE* together as a class, but you would like to show them a recently updated **DOCUMENTARY** about the making of the movie.
Ask students if they know the difference between a documentary and a narrative film. (non-fiction vs fiction)

2. Show students "*AS YOU WISH*" about the making of the film *THE PRINCESS BRIDE*.

DVD: "*AS YOU WISH*" (Bonus feature on *THE PRINCESS BRIDE* dvd)

3. After viewing, discuss as a class, allowing student reaction with little prompting. (Their comments will most likely focus on the content.)

4. Shift student focus to thinking about "*AS YOU WISH*" as a filmmaker. Ask how its purpose is different than the movie *THE PRINCESS BRIDE* (One is to entertain. The other is to inform.)

IV. Analyzing a Documentary (60)

1. Tell students that their groups will next be creating documentary films. In order to make this shift in their approach to filmmaking, they will be watching a 7-minute documentary about the Lights, Camera, Literacy! course and then analyzing how this documentary was created.
2. Show *LIGHTS, CAMERA, LITERACY!* without interruption or comment.
3. Direct students to complete the accompanying worksheet. Point out the different format for a documentary script. Also point out that a TRANSCRIPT lists what is shown and what is said in the completed documentary.

HANDOUT: Watching a Documentary Film (TRANSCRIPT attached)

4. After allowing time for completion, re-show the documentary.
5. Discuss their answers and reactions to the production.

V. Creating a Documentary (55)

1. Tell students that they will be creating a short documentary about a topic or person in their school.
2. Tell students that when planning a documentary you start with a plan, but that often the footage you get and the answers in an interview can shift your production plans a bit. Show students the planning script for the *Lights, Camera, Literacy!* documentary they just analyzed.

HANDOUT: *Lights, Camera, Literacy!* Planning Script

Point out that the filmmaker listed the five main ideas in the script after doing research about the Lights, Camera, Literacy! program. Questions asked in the interviews were aimed at those main points and by a bit of re-sequencing, the answers became the entire audio. There was no need for a narrator to read a script nor a reason to hear the interviewer.

Make sure students understand that with a documentary, the script is only a guide, as the final documentary is created by editing the interviews and **B-ROLL** (cut-away shots of what is being talked about) together.

3. Direct students to their guide for creating a documentary film. Point out that there are 24 steps and they should complete each step in sequence for this first documentary experience.

HANDOUT: Creating a Documentary Film

4. Groups work through the guide independently and continue in future sessions.

VI. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What did you learn about creating a documentary film?

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.

