

Lights, Camera, FILM Literacy!  
Lesson Plan #35

**Topics:**

**Journal Writing**  
**Computer Animation**  
***TOY STORY 2***  
**LCL! 3x3 Story Path**  
**Animated PSA Production**

**Outcomes:**

Students will follow organizational procedures.  
Students will see and hear applicable vocabulary.  
Students will analyze *TOY STORY 2*.  
Students will compare the storyline of *TOY STORY 2* with the LCL! 3x3 Story Path.  
Students will continue production of a 2-D animated PSA.

**Materials:**

Writing journals  
Post-it notes  
Camcorders  
Tripods  
Computers with stop motion software  
The ten labeled index cards from Lesson #25  
  
Handouts: LCL! 3x3 Story Path (*in student folders*)  
            Creating an Animated Public Service Announcement (*in student folders*)  
  
DVD: *TOY STORY 2*

**New Vocabulary:** sequel

**Sequence of Events:**

**I. Journal Activity (15)**

Prompt:

**To what jobs could YOU imagine bringing the passion that Ed Catmull and John Lasseter bring to their jobs at Pixar ?**

**II. Toy Story 2 (100)**

1. Ask students the name of the first computer-generated feature film. (*TOY STORY*).  
Ask how many students have seen *TOY STORY*.
2. Tell students that between the making of that film and the **SEQUEL** they are about to see, Pixar's technical team created software that allowed for more visual details, such as human hair and textures.
3. Remind students that Pixar considers **story** the most important aspect of production. They works on a story for *four years* to get it right. Although most sequels are usually not considered as good as the original films, some people think *TOY STORY 2* is even better than the original film.
4. Have students place their LCL! 3X3 Story Path on their desk and place the first labeled card above it in clear view. Remind students that they will need to change cards to indicate the corresponding part of the story path as they watch the movie.

HANDOUT: The LCL! 3x3 Story Path (*in student folders*)  
Labeled index cards

DVD: *TOY STORY 2*

5. As the movie plays, observe student number cards displayed.

6. After watching, ask students for their reactions, especially about the structure of the story. Also ask if anyone noticed that the dinosaur's voice is the voice of an actor they have seen in another film in this course.

*(Wallace Shawn played Vinzinni in **THE PRINCESS BRIDE**.)*

7. Encourage students, on their own, to watch bonus features on other Pixar DVD's as they will learn more animation techniques and get more peeks behind-the-scenes at Pixar.

### III. Creating an Animated Film (70)

1. Direct students to the PSA direction sheet and ask each group to report their current step.

Handout: *Creating an Animated Public Service Announcement*

2. Groups work on their productions.
3. Groups who are finished show their PSA's to the class.

### IV. Reflection (15)

1. Direct students to the hanging chart paper labeled:

**What filmmaking techniques did you learn  
as you watched *TOY STORY 2*?**

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.

