Lights, Camera, Literacy!
High School Edition
Lesson Plan #1

Topics:
Welcome
Journal Writing
Camcorder Basics
Literary Conflict

Outcomes:
Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will introduce themselves to classmates via a video recording.
Students will operate a video camera.
Students will discuss literary conflict.
Students will collaborate in small groups to plan a conflict scene production.

Materials:
Journals
LCD projector or Promethean Board
Chart paper and Post-its or Promethean Board
Video Cameras with SD cards

HANDOUTS:
      Conflict Scene #1
      Word Wall Posters
      Course Glossary of Terms
      Parent Permission Form

New Vocabulary: Literary Conflict

Sequence of Events:

   I. <u>**Welcome and Organizational Items**</u> **(30)**

     1. Discuss the operational infrastructure of your class.

     2. Hand out the course parent permission form. (Edward Scissorhands is PG-13.)

   II. <u>**Word Wall Poster -Homework-**</u> **(20)**

     1. Review the Word Wall Posters Hand Out with students. Assign each student a word from the Vocabulary List. Allow students a week to complete this assignment independently outside of class. Explain to the students their word posters will be used throughout the semester for the class word wall.

     (Word posters will be due at the start of the third lesson.)

     HAND OUTS: Word Wall Posters, Course Glossary of Terms

   III. <u>**Journal Writing**</u> **(25)**

     1. Review ground rules for journals:

     Emphasis on content
     Not graded
     Not revised
     Not read aloud in class

     Teachers read and respond privately, so that each student receives written feedback bi-weekly.

     2. Today's Prompt: **Name a recent film you've seen. What was your reaction to the film?**

3. Collect journals and keep in a visible spot, so that each day when students arrive, they get their journal and respond to the prompt on the board without being directed to do so.

IV. <u>**Using the Camera for Introductions**</u> **(45)**

1. Instruct students on the basics of video recording.

2. Assign students to random groups of four.

3. Direct students to move to a group location where they will rotate the job of "camera person" and record each member telling their name, how they made the decision to enroll in this class, and any film experience they've already had.

4. Assemble the entire class to watch these introductions. Have a student in each group connect their video recording device to your system of projecting to the screen.

V. <u>**Literary Conflict**</u> **(20)**

1. State that every narrative has conflict to keep it interesting. Ask the class to tell how conflict is shown in the movies they named in their journals.

2. Review the four main levels of **LITERARY CONFLICT**:

   character vs. character
   character vs. self
   character vs. society
   character vs. nature

3. Discuss how character vs character often brings to mind physical confrontations, and this is the easy way of showing conflict for beginning filmmakers. More sophisticated film-making shows tension between characters without a physical confrontation and that's what they will strive for in this class. Violence will not be a part of student film-making in this course.

VI. <u>Creating a Conflict Scene</u> **(50)**

1. Tell students that they will be creating their own short conflict scene with their group. Stress that physical combat is not allowed, so they will need to think like a sophisticated filmmaker to show conflict in other ways. As an example, show the following short clip and discuss how the conflict between characters is shown:

    [Watch this film clip](#) from *Searching for Bobby Fischer*: "Josh Offers a Draw."

2. Review the handout, Conflict Scene #1, and give groups time to brainstorm ideas.

    HAND OUT: Conflict Scene #1

VII. <u>Reflection</u> **(20)**

1. Direct students to the hanging chart paper or Promethean Board labeled:

    What have you learned about showing conflict in a film?

2. Hand out Post-its on which students write an item to post on the chart.

3. Review the comments with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.