

Lights, Camera, Literacy!
High School Edition
Lesson Plan #14

Topics:

Journal Writing
Story Planning Poster
Pre-Production for Act I
Production for Act I

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will work as a team to plan out their story.
Students will complete pre-production for Act 1.
Students will work as a production team to film & import Act 1.

Materials:

Journals
LCD projector or Promethean Board
Digital video cameras, Computers with Video Editing Software
Chart paper and Post-its or Promethean Board
Bulletin board paper and Markers

HANDOUTS:

LCL! 3x3 Story Path Template (from Lesson #8)
Magical Realism Short Film Project (from Lesson #12)
Magical Realism Planning Guide
AFI Film Shots Glossary
Storyboards
Script Formatting Handout (from Lesson #11)

New vocabulary: Story Structure, Character Development, Act I

Sequence of Events:

I. Journal Writing (15)

Prompt: How is your group planning to incorporate elements of Magical Realism into your story?

II. Story Planning (75)

1. Watch the following videos about story structure and character development.

[Pixar in a Box: Story Structure](#)

[Pixar in a Box: Character Development](#)

Afterward, lead an informal discussion:

- **STORY STRUCTURE** is important: Act I (Beginning) - Act 2 (Middle) - and Act III (the End)
Your films will follow the LCL! 3x3 Story Path and will be divided into 3 Acts.
 - You need to be very familiar with your main character. How would YOUR main character act in a crisis or difficult situation like getting stuck in an elevator?
 - Get your audience to care about your character by showing their flaws or weaknesses. What are they afraid of? And more importantly, what does your character WANT? What is their goal in the story? It should be very clear. These are just some of the many elements you can use for **CHARACTER DEVELOPMENT**.
2. Pass out copies of the Magical Realism Planning Guide and project on the screen and review with students. Tell students they will use large pieces of bulletin board paper to plan out their films. Students should answer all the questions from the Story Planning Guide on their large planning papers.

One of the most important aspects of their large planning papers is the mapping out of all the main events in their film following the LCL! 3x3 Story Path. Students should be loose and free with their ideas as they plan out the main events in their films. Tell students that these large story outlines will become their blueprints for writing their eventual scripts. (Using large pieces bulletin board paper and markers will allow students plenty of room as they continually make edits and changes to their overall story structure.)

3. Hand out large pieces of bulletin board paper and markers to each group. Students will work as a team to plan out their films by responding to all the questions on the *Magical Realism Planning Guide*.

III. Pre-Production for Act 1 (45)

1. Once students complete their large planning papers, they are ready to begin pre-production for **ACT 1**. Explain to students they will be filming their short films by Acts. So to begin, students will complete their script and storyboards for **Act I only at this point.**

Using their story outlines, students can begin writing their narrative scripts. Remind students they were introduced to the "one column" fiction script format earlier this semester. The general rule is **one page of a script = one minute of film**, so their *scripts for Act I should be no longer than a page and a half MAX*. Remember, these are four minute films or less. So Act I should be around 60 seconds which translates to about one page.

HANDOUTS:

Script Formatting Handout
LCL! 3x3 Story Path Template
AFI Film Shots Glossary

Students should work collaboratively as they write their

scripts. Students should have their large story planning papers with them as they write.

2. When the script is complete students should begin their storyboards for Act 1. Have students refer to the AFI Film Shots Glossary as they create their storyboards. Encourage students to draw every shot they plan to use in Act I and to use a variety of camera angles.
3. Students must have their scripts and storyboards approved by the teacher before they are allowed to start filming.
(*Teachers: Meet with each group to review the development of their script and their storyboards.*)

IV. Film & Import Act I (60)

1. Once students complete their scripts and storyboards for Act I, they are ready to begin filming. Allow students 60 minutes to film Act I.

****Check that students have printed copies of their scripts and completed storyboards BEFORE being allowed to film.**

2. Time permitting, students can import their footage.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:
What have you learned about the importance of pre-production in the filmmaking process?
2. Hand out Post-its on which students write an item to post on the chart.
3. Review the comments on the Post-its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.