

**Lights, Camera, Literacy!**  
**High School Edition**  
**Lesson Plan #15**

**Topics:**

Journal Writing  
Literary Devices in Film  
Act 1 Rough Cut  
Act II Pre-Production

**Outcomes:**

Students will follow organizational procedures.  
Students will see, hear, and use applicable vocabulary.  
Students will identify and analyze literary devices in film.  
Students will work as a production team to edit Act 1.  
Students will work as a production team to complete pre-production of Act II.

**Materials:**

Journals  
LCD projector or Promethean Board  
Computers with Video Editing Software  
Chart paper and Post-its or Promethean Board  
Literary Devices in Film Teacher Notes  
Large Planning Papers

**HANDOUTS:**

Literary Devices in Film  
LCL! 3x3 Story Path Blank Template  
Magical Realism Short Film Project  
AFI Film Shots Glossary  
Storyboards  
Script Formatting Handout

**New Vocabulary:** Literary Devices, Symbolism, Metaphor, Act II

## Sequence of Events:

### I. Journal Writing (15)

Prompt: **What challenges did your group experience while filming Act I of your film?**

### II. Literary Devices in Film - Symbolism/Color as Metaphor (20)

1. Pass out the Literary Devices in Film handout. Explain that filmmakers, like writers, use literary devices. Two types of **LITERARY DEVICES** in film: **SYMBOLISM** and **METAPHORS**.
2. Project the [Literary Devices in Film video](#) on the screen. Stop the video after each example and allow students time to write down possible meanings on their handout. Prompt students to share their responses after each example and clarify any misconceptions. (*Teachers: Please refer to the Literary Devices in Film Teacher Notes.*)

#### **Symbolism in Film:**

**Example #1:** Termite Infested House

**Example #2:** Electric Sparks

**Example #3:** Bank Scene

**Example #4:** Ice Carving Scene

**Example #5:** Edward's Clothes

**Example #6:** Sheldon Sees an Airplane

#### **Color as Metaphor:**

**Example #1:** Neighborhood BBQ Party

**Example #2:** Mob Scene

**Example #3:** The Van

Students will need these handouts again in Lesson 16. Either collect them or ask students to put them into their folders.

### III. Act 1 - Rough Cut (70)

1. Allow students time to edit the footage they imported for Act I. Remind students that editing is a group process and everyone should be involved. Tell students it's important to focus on the general sequence of their clips at this early stage in the editing process. Allow students time to work on their rough cuts.

Undoubtedly, students will ask to re-shoot parts of Act 1. For now, they just need to focus on what they have and start taking note of anything they may need to re-film later.

Students might also search for Creative Commons licensed music and sound effects using [freesound.org](http://freesound.org) or the [Free Music Archives](#).

### IV. Act II Pre-Production (90)

1. Direct students to think back to their original large story outlines. Now that they have filmed and edited Act I, what changes do they need to make to their overall story outline? Allow students time to edit and revise their large story outlines as needed.
2. Students can now transition into pre-production for **ACT II**. Act II is the toughest part of any film. It's important that students think carefully about the sequence of events in their film. It's also important that the students come up with ideas they can actually film in school.

Instruct students to include examples of symbolism or color as metaphors as they write their scripts for Act II. Again, the general rule is one page of script = one minute of film, so Act II should be around two pages. Remind students they are limited to four minutes for their entire film!

Act I: 1 Page

Act II: 2 Pages

Act III: 1 page

If any groups plan to re-film parts of Act I, they need to make sure to have new storyboards to show you before filming.

**V. Reflection: (15)**

1. Direct students to the hanging chart paper labeled:

**What have you learned about how filmmakers use literary devices in film?**

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 that day. Make sure to clear up any misconceptions.