

**Lights, Camera, Literacy!**  
**High School Edition**  
**Lesson Plan #16**

**Topics:**

Journal Writing  
Filming Act II  
Foreshadowing in Film

**Outcomes:**

Students will follow organizational procedures.  
Students will see, hear, and use applicable vocabulary.  
Students will work as a production team to film and import Act II.  
Students will analyze how filmmakers use sound effects to foreshadow.  
Students will work as a production team to begin editing Act II.

**Materials:**

Journals  
LCD projector or Promethean Board  
Digital Video Cameras and Tri-pods  
Computers with Video Editing Software  
Chart paper and Post-its or Promethean Board

**HANDOUTS:**

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

**New Vocabulary:** Foreshadow

## Sequence of Events:

### I. Journal Writing (15)

Prompt: **How is your Act I rough cut coming along? Do you need to re-shoot any scenes again from Act I? If so, which ones?**

### II. Film & Import Act II (120)

1. Allow students time to film and import Act II. Stress to students that they have a total of two hours to film Act II and any re shoots from Act I. It's very important that students use this time wisely.

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

2. Time permitting, students can continue editing their rough cuts.

### III. Foreshadowing in Film (20)

1. Ask students to take out their Literary Devices in Film Handout and cue up the [Literary Devices in Film Video](#) on the overhead.

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](#) to help lead this discussion.*)

#### **Sound Effects to FORESHADOW**

**Example #1:** Salon Scene

**Example #2:** Little Brother

#### **IV. Act II (40)**

1. Allow students time to edit Act II.
2. Students should look for ways to use sound effects to foreshadow future events in their films. Groups should work as a team so everyone is involved.

#### **V. Reflection: (15)**

1. Direct students to the hanging chart paper labeled:

**What have you learned about how filmmakers can use sound to foreshadow future events?**

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.