

Lights, Camera, Literacy!
High School Edition
Lesson Plan #18

Topics:
Journal Writing
Act III
Original Movie Posters

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will work as a production team to film and edit Act III.
Students will create original movie posters for their films.

Materials:

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

HANDOUTS:

Magical Realism Short Film Project
LCL! Short Film Project Rubric
Movie Poster Guidelines

New Vocabulary: Movie Poster, Tagline, Film Rating

Sequence of Events:

I. Journal Writing (15)

Prompt: How do you feel about the role you played in the pre-production process for Act III?

II. Original Movie Posters (20)

1. Display examples of **MOVIE POSTERS** and review some of the common elements: Movie Title, **TAGLINE**, Image, Credits, Production Co. Name, **FILM RATING**

Here are a few examples of movie posters to share and review:

- [JAWS](#)
- [Diary of a Wimpy Kid](#)
- [Harry Potter](#)

2. Distribute and review the Movie Poster Guidelines Handout. Encourage students to take still photographs as they film Act III to use for their original movie posters. Students can also use screen shots from their film if they prefer.

III. Film & Import Act III (90)

1. Allow students time to film and import Act III.

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

2. Time permitting, students can edit their rough cuts.

IV. Edit Act III (70)

1. Review each component of the Short Film Project Rubric so everyone is clear of what's expected in the final film.
2. Students work as a production team to edit their films.

3. All group members should have plenty to do: finding (and downloading) CC Licensed sound effects and music, working on the movie poster, and editing. Remind students that editing is a collaborative effort and everyone should be involved.

V. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What have you learned about the importance of teamwork and collaboration 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 that day. Make sure to clear up any misconceptions.