

Lights, Camera, Literacy!
High School Edition
Lesson Plan #8

Topics:

Journal Writing

LCL! 3x3

I'M HERE

Emotion in Film

Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will define components of the LCL 3x3 Story Path.

Students will watch and discuss I'M HERE.

Students will analyze how filmmakers build emotion in film.

Materials:

Journals

LCD projector or Promethean Board

Chart paper and Post-its or Promethean Board

I'M HERE video (You Tube)

RED'S DREAM [Pixar Short Film Collection DVD] (or You Tube)

THE GIVING TREE book By Shel Silverstein

HANDOUTS:

LCL! 3x3 Story Path Template

LCL! 3x3 Story Path for THE SHOPPING BAG LADY

LCL! 3x3 Story Path for I'M HERE

Three Aspects of Film (from Lesson #4)

How Do Filmmakers Create Emotion?

New Vocabulary: Three Act Structure, LCL! 3x3 Story Path, Outlier, Theme, Altruism

Sequence of Events:

I. Journal Writing (15)

Prompt: **How do you feel about your PSA? Are you satisfied with how it turned out?**

II. The LCL! 3x3 Story Path (20)

1. Explain to students that many stories follow what is known as The **THREE ACT STRUCTURE**: Act 1 is the beginning, Act 2 the middle, and Act 3 the end. This structure has also been referred to as "The Hero's Journey." The Hero's Journey is a story structure identified by the American scholar Joseph Campbell.

Watch the following video that explains the basic structure of most stories. The Hero's Journey in 5 Minutes:

<https://www.youtube.com/watch?v=siulX5JkIwI>

Note: Tell students The Hero's Journey does NOT have to be mystical or supernatural. For example, in *Akeelah and the Bee*, the main character enters the world of spelling bees.

2. Hand out copies of the LCL! 3x3 Story Path Template and project on the overhead. Review the different elements within the template together as a class.

(The **LCL! 3x3 STORY PATH** is a condensed version of Joseph Campbell's Hero's Journey which reflects story structure used for centuries by widely different cultures.)

III. LCL! 3x3 Story Path for *THE SHOPPING BAG LADY* (20)

1. Tell students that you will demonstrate how the 3x3 Story Path applies to a film they have already watched.

Project the LCL! 3x3 Story Path for THE SHOPPING BAG LADY on the overhead. Walk students through the different steps of the LCL! 3x3 Story Path, stopping to point out how the events in THE SHOPPING BAG LADY follow the 3x3 story structure.

IV. Watch I'M HERE (40)

1. Tell students they are going to watch another short film titled, I'M HERE, a 32 minute film by Spike Jonze, an established filmmaker who grew up in Bethesda, MD.

Ask students to keep in mind the 3x3 Story Path as they watch the film. Afterwards, they will be asked to map out the plot using the 3x3 Story Path. Show I'M HERE in its entirety:

(<https://www.youtube.com/watch?v=6OY1EXZt4ok>)

2. After viewing the film ask students for their initial reactions. Ask if anyone sees similarities between Annie, the older homeless woman in THE SHOPPING BAG LADY, and Sheldon, the main character in I'M HERE.

(They are both **OUTLIERS** (outsiders); characters who live on the fringes of society.)

3. Encourage students to draw other comparisons between I'M HERE and THE SHOPPING BAG LADY.

The **THEMES** are similar. Discuss examples of altruism/selflessness from each film. (**ALTRUISM**: the principle or practice of concern for the welfare of others without expecting anything in return.)

How do students feel about Sheldon's actions in I'M HERE... giving all his limbs away to his girlfriend? Why does he do it?

4. Why does the young girl in THE SHOPPING BAG LADY decide to find Annie once she's arrested? Spike Jonze based his story I'M HERE on the book THE GIVING TREE, by Shel Silverstein. Ask if anyone is familiar with that story? Show the book. Perhaps read aloud to the class.

V. LCL! 3x3 Story Path for I'M HERE (40)

1. Refer students to the LCL! 3x3 Story Path Template. Ask groups to map out the events in I'M HERE on their LCL! 3x3 Story Path Templates.
2. Project the LCL! 3x3 Story Path for I'M HERE on the overhead. Review each step in the LCL! 3x3 as a class. Ask students to share their responses.
3. Watch [The Making of I'm Here](#) for a behind-the-scenes look at both Spike Jonze, the director, and the making of the film.

VI. How Do Filmmakers Create Emotion? (60)

1. Filmmakers create emotionally compelling scenes by effectively combining the Three Aspects of Film (Literary, Cinematic and Dramatic). Remind students they have already been introduced to the Three Aspects of Film in previous lessons.

Review the essential elements of the Three Aspects of Film:

- **Literary:** A well-structured **story** with strong characters who have clear motivations.
 - **Dramatic:** Great **acting** and sets and costumes
 - **Cinematic:** Effective lighting, music, sound, camera angles, editing style, special effects
2. Pass out copies of the Three Aspects of Film Handout and project on the overhead. Tell students they are going to watch a short four-minute early animation from Pixar entitled, RED'S DREAM. Students will need to keep this handout on their desk for the next activity.

Handout: Three Aspects of Film

Ask students to pay careful attention as they will be identifying elements from the three aspects of film afterwards.

Show RED'S DREAM (https://youtu.be/96xGUa1a_zs)

RED'S DREAM Teacher Discussion Notes:

Literary Elements: Red is literally dreaming of another life. In the dream Red is the star of the show. However, at the end he goes back to his usual life and back to his corner next to the water bucket.

Dramatic Elements: Red the unicycle and the clown, visuals of sets

Cinematic Elements: sound or rain, downtempo jazz and upbeat carnival music, squeaky wheel, drip drop of water into bucket

3. After watching the film, ask students to circle dominant elements listed in the handout. Lead a discussion asking students to share their observations.

Ask students what emotion the filmmakers were trying to get the audience to feel in this film? Were they successful? Why or why not?

4. Show students the short documentary about the making of RED'S DREAM.

Pixar Short Films Documentary - Red's Dream
(<https://www.youtube.com/watch?v=NBtIPJM2AsI>)

5. Pass out copies of How Do Filmmakers Create Emotion and project on the overhead. Review the directions.
6. Play the following video clips, stopping when prompted, so students can complete their handout. You may need to replay segments as needed. Lead a short discussion after each clip asking students to share their observations.

LINK to Video Clips: <https://vimeo.com/226322447>

VII. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What have you learned about how filmmakers create emotion in their films?

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.