

Lights, Camera, Literacy!
Lesson Plan #1

Topics:

Welcome
Journal Writing
Camcorder Basics
Literary Conflict

Outcomes:

Students will follow organizational procedures.
Students will see and hear applicable vocabulary.
Students will introduce themselves to classmates via a video recording.
Students will operate a video camera.
Students will discuss literary conflict.
Students will begin planning a conflict scene.

Materials:

Writing journals
Video cameras
LCD projector
Chart paper
Post-its
Individual student pocket folders

HANDOUT: "Conflict Scene"

New Vocabulary: *(Teachers create a word wall with words in bold caps in this teacher's guide. Word are added each day, so that students may refer to the words throughout the course.)*
camcorder, composition, close-up, extreme close-up, sound level, production, rough cut, literary conflict

Sequence of Events:

I. Welcome and Organizational Items: (30)

Name tags, ground rules, bathroom, question bin

II. Journal Writing (25)

1. Review ground rules for journals:

Emphasis on content

Not graded

Not revised

Not read aloud in class

Teachers will read (Teacher should respond in writing to each student at least once each week.)

2. Today's Prompt #1:

What are your five favorite movies and why?

3. Collect journals and keep in a visible spot, so that each day when students arrive, they get their journal and respond to the prompt on the board as a routine, without being directed to do so.

III. Camcorder Basics: (30)

1. Determine random groups of four. Each group member should become # 1, #2, #3, or #4.
2. Show the class how to carefully take the **CAMCORDER** out of its case. Tell them that #1's are to come get a case and repeat what you just did.
3. Show how to label a tape or memory card. Tell #2's to do this.
4. Have #3's put the tape or memory card in the camera.
5. #4 gets the camera. Show the main controls of the camera. #4 sets up the camera with these controls, as just shown.

IV. Using the Camera for Introductions: (45)

1. #1 films #2 who states:
 - a) full name
 - b) their hopes/expectations for this course
 - c) prior filming experiences
2. Camera is passed to #2 to film #3 and so on until everyone has been filmed.
3. In turn, #1's bring their camcorder to connect to an LCD projector. #1 connects the LCD cable to their camcorder. They show all four introductions of their group members.
4. After all class members have been introduced via the video. Discuss differences noted regarding how the introductions were shot regarding such topics as **COMPOSITION, CLOSE-UP VS. EXTREME CLOSE-UP, SOUND LEVEL**. Tell them that every time the class watches a **PRODUCTION, even ROUGH CUTS**, there will be time given for analyzing and critiquing, so that everyone can learn from what they've seen and improve their filmmaking techniques.

V. Literary Conflict: (30)

1. Every narrative (story) communication makes sure that it has conflict to keep it interesting. How is conflict shown in movies? (Most will mention physical fights. Take them beyond that as all good literature contains conflict and tension around conflict.)
2. Introduce the four levels of conflict:
 - character vs. character** (verbal, non-verbal, physical)
 - character vs. self** (voice over dialogue)
 - character vs. society** (costume, behavior, dialogue)
 - character vs. nature** (fighting the elements.)
3. Show an example of character vs character conflict in the following clip from the *Searching for Bobby Fisher* DVD (**Important:** Do not introduce the film by name... only watch the clip for analysis of conflict.) Cue to: Scene 8 "Another Fischer" Play the movie until the young chess player says, "trick or treat."

4. Discuss how you can feel tension/conflict in the scene, even though you are "dropped" into the movie and don't yet know all the conflict other than the chess game.

VI. Creating a conflict scene: (25)

1. Tell students that they will be creating their own conflict scene with their group. Tell them that physical combat is not allowed in the conflict scenes they create in the summer program, so they will need to think like a filmmaker to show conflict in other ways.
2. Review the handout and give groups time to start a discussion. Tell them to think more about their scene when they go home and that tomorrow they will have time to decide on an idea and then film their scene.

HAND OUT: "Conflict Scene"

VII. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What I Learned Today

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.