

Lights, Camera, Literacy!
Lesson Plan 11

Topics Covered Today:

Journal Writing
Comparison of *AKEELAH AND THE BEE* and *SPELLBOUND*
Purpose of Scene/Main Idea
Scene Interpretation

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will assume a filmmaking role and collaborate with a filmmaking team.
Students will compare and discuss *AKEELAH AND THE BEE* and *SPELLBOUND*.
Students will analyze and discuss the purpose/main idea of scenes in *AKEELAH AND THE BEE*.
Students will brainstorm ideas for interpreting a scene.
Students will do preproduction for their scene interpretation.

Materials:

writing journals
video cameras
tripods
computers with editing software

Handouts: Script scenes (3& 4, 14, 19, 52, 54) from *AKEELAH AND THE BEE*
Script scene "Int. A Room" from *SEARCHING FOR BOBBY FISCHER*
Blank storyboard sheets

New Vocabulary: narrative, purpose of a scene = main idea, interpretation

Sequence of Events:

I. Journal Activity (15)

1. Today's Prompt:

What are your reactions to *AKEELAH & THE BEE* (fictional) and *SPELLBOUND* (factual)?

II. Discussion of Akeelah and Spellbound (20)

1. What are your thoughts on the two films?
2. What are your questions about the narrative vs documentary processes?

III. Purpose of Scene/Main Idea (90)

1. Hand out one of the five different scenes (3 & 4; 14; 19; 52; 54) from the *AKEELAH AND THE BEE* script to each group with enough copies for each member of the group.
2. Each group works together to decide the **PURPOSE(S)** of that scene... (to show conflict, to move the plot forward with a new obstacle, to show character traits, to show character motivation, to show character arc)
3. In turn, show each of these scenes from the *AKEELAH AND THE BEE* dvd and after each viewing, have the assigned group lead a discussion with the rest of the class to determine the purpose of the scene.
(Point out that this is what we do when we read a novel or short story...we try to figure out why the author put in each scene to understand the MAIN IDEA of each scene.)

Scenes 3 & 4 (dvd scene #1 "Introduction" near beginning)

Scene 14 (dvd scene #2 "ESPN" near end)

Scene 19 (dvd scene #4 "Do It For Dad" near beginning)

Scene 52 (dvd scene #10 "Javier's Birthday Party")

Scene 54 (dvd scene #10 "Javier's Birthday Party")

IV. Interpreting a Scene (60)

1. Tell students that most often in Hollywood, a script will be purchased and then a director and crew will be chosen to interpret the script in their own way to make the film. Students will now get a chance to try this themselves.

Handout: Scene page "Int. A Room"

(Don't yet give students any information about the actual film nor mention the film from which this is adapted.)

2. Each group brainstorms to determine **PURPOSE**, character, and conflict for their **INTERPRETATION** of this scene.
3. Groups create a storyboard, film, and edit their interpretation of the script. Groups should consider all of the cinematic elements that they have learned so far, including reversals, character traits, types of shots, etc. They can also plan what to bring (costumes, props) for their shoot tomorrow.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What I Learned About Purpose/Main Idea of a Scene

2. Hand out Post-its on which students write an item to post on each chart.
3. Discuss their observations to clarify any misconceptions and wrap up the day.