

Lights, Camera, Literacy!  
Lesson Plan 14

**Topics Covered Today:**

**Journal Writing**  
**Comparison of Films**  
**Review Literary, Dramatic, and Cinematic levels**  
**Introduction to Chess**

**Outcomes:**

Students will follow organizational procedures.  
Students will see, hear, and use applicable vocabulary.  
Students will use deconstruction skills in the film *SEARCHING FOR BOBBY FISCHER*.  
Students will apply the three ways of analyzing films: literary, dramatic, cinematic by comparing *AKEELAH AND THE BEE* and *SEARCHING FOR BOBBY FISCHER*.  
Students will analyze their own "Int. A Room" scene on the three levels.  
Students will apply skills in playing chess.

**Materials:**

writing journals  
Chess sets  
Chart paper and post-its

Books: *CHESS FOR KIDS*  
DVD's : *SEARCHING FOR BOBBY FISCHER*  
*AKEELAH AND THE BEE* dvd

Handout: "Literary, Dramatic, and Cinematic Aspects of Film"

**New Vocabulary:**

**chess, checkmate, pawn, capture, promotion, bishop, knight, rook, queen, king**  
(all from the book *Chess For Kids*)

## Sequence of Events:

### I. Journal Activity (15)

1. Today's Prompt:

What is your reaction to *SEARCHING FOR BOBBY FISCHER* so far?

### II. Finish watching/discussing *SEARCHING FOR BOBBY FISCHER* (50)

1. Review yesterday's viewing briefly.
2. Start with the next scene and continue to the end.  
Make sure to show all of the credits!

### III. Discussion of films (30)

1. Review three ways of looking at films:
  - a. Literary- the story, scenes, dialogue, character
  - b. Dramatic- acting, sets, costumes
  - c. Cinematic- camera angles, composition, lighting, music
2. Compare the films: *AKEELAH AND THE BEE* and *SEARCHING FOR BOBBY FISCHER* at these three levels.

### IV. Analysis of "INT. A ROOM" scene (20)

1. Students use the handout to analyze their own completed scenes on three levels.

HANDOUT: "Literary, Dramatic, and Cinematic Aspects of Film"

### V. Introduction to Chess (70)

1. Show students a chess set. Ask how many have played before. Tell them that chess was created as a game of war. It takes place on a symbolic battlefield and is a competition of battlefield strategy. As a player, you are defending your king and if your king is taken, you lose.
2. Hand out the Chess for Kids books.
3. Read page 12, 14, 15 together.

4. Direct students to try the game at the bottom of page 15 with a partner.
5. Review pages 16, 17, 18, 19, 20 one page at a time. After each page is reviewed, have students play another game adding just that next piece that was introduced. When all have been introduced, they play with all chess pieces.
6. Collect the books for more lessons tomorrow.

VI. Reflection (15)

1. Direct students to the hanging chart papers labeled:

**What I Learned About Watching Film with a Filmmaker's Knowledge**

**What I Learned About Chess**

2. Hand out Post-its on which students write an item to post on the chart.
3. Teacher reviews to clear up misconceptions and wrap up.